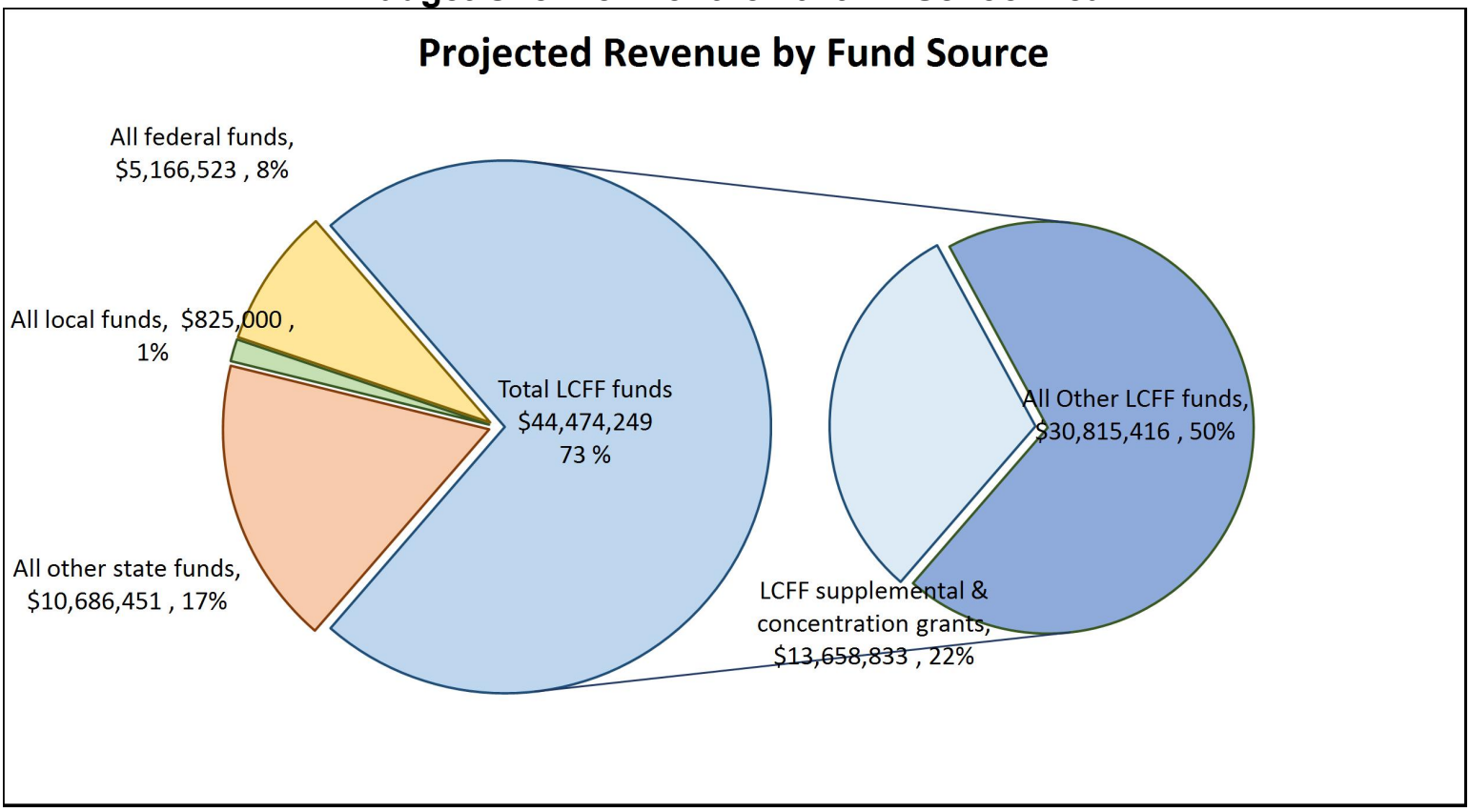
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arvin Union School District
CDS Code: 15-63313-0000000
School Year: 2026-27
LEA contact information:
Georgia Rhett
District Superintendent
rhett@arvin-do.com
(661) 854-6500

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

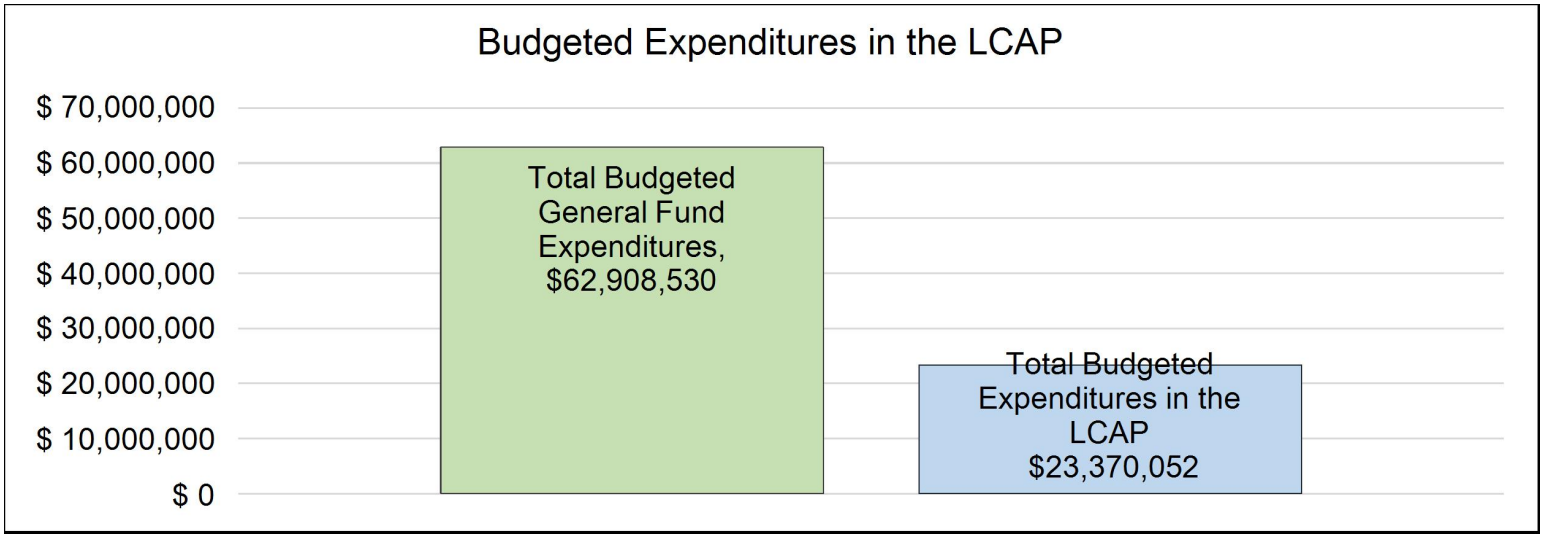


This chart shows the total general purpose revenue Arvin Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Arvin Union School District is $61,152,223, of which $44,474,249 is Local Control Funding Formula (LCFF), $10,686,451 is other state funds, $825,000 is local funds, and $5,166,523 is federal funds. Of the $44,474,249 in LCFF Funds, $13,658,833 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Arvin Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Arvin Union School District plans to spend $62,908,530 for the 2026-27 school year. Of that amount, $23,370,052 is tied to actions/services in the LCAP and $39,538,478 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

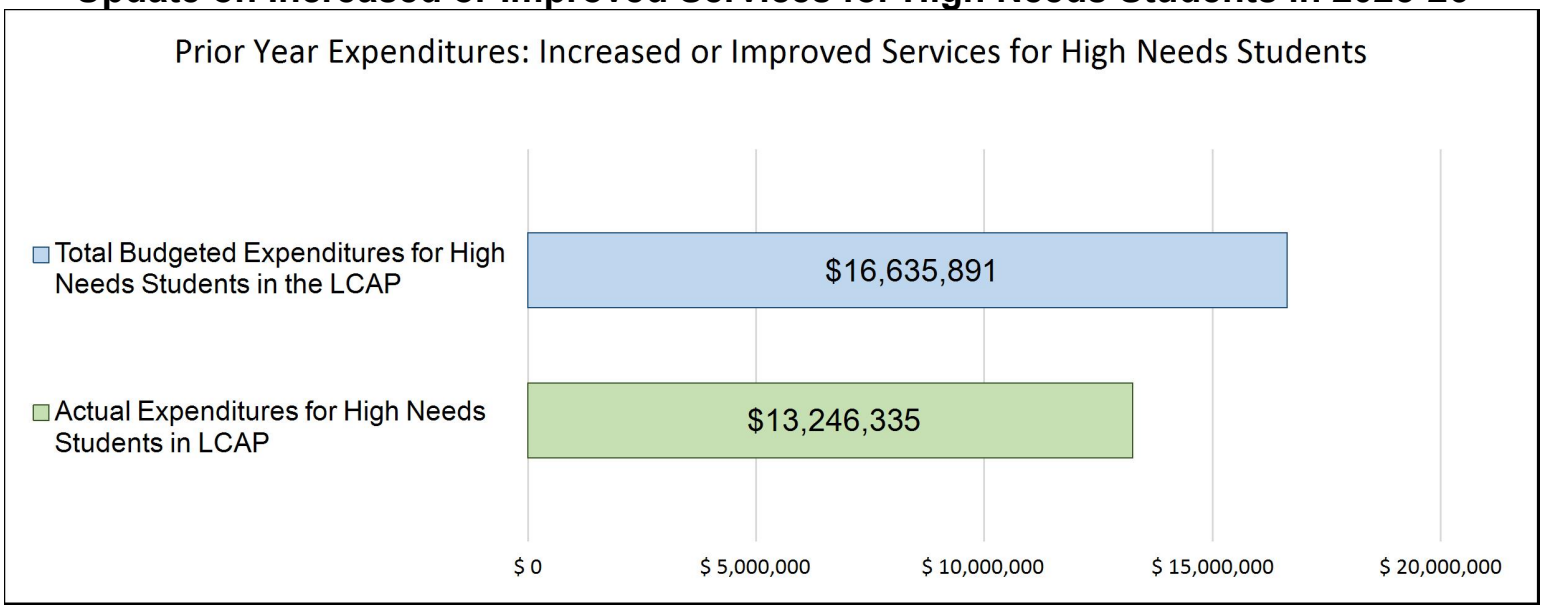
General fund expenditures include salaries and benefits for certificated teachers, classified personal, and administrative staff members. In addition, other expenditures in this area include: textbooks, books and supplies, services, and operating expenditures (example utilities), and capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Arvin Union School District is projecting it will receive $13,658,833 based on the enrollment of foster youth, English learner, and low-income students. Arvin Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Arvin Union School District plans to spend $16,391,685 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Arvin Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Arvin Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Arvin Union School District's LCAP budgeted $16,635,891 for planned actions to increase or improve services for high needs students. Arvin Union School District actually spent $13,246,335 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $3,389,556 had the following impact on Arvin Union School District’s ability to increase or improve services for high needs students:

Actions and services within the 2025-26 LCAP were largely provided as planned as noted within reviews of each action steps in the annual update tables
and goal analysis explanation of material differences

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Arvin Union School District	Georgia Rhett District Superintendent	rhett@arvin-do.com (661) 854-6500

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Arvin Union School District serves approximately 2,665 students in grades TK-8 across four school sites: Bear Mountain Elementary (TK-6), El Camino Real Elementary (K-6), Sierra Vista Elementary (K-6), and Haven Drive Middle School (7-8). The district also provides early childhood services through California State Preschool programs at Sierra Vista and Bear Mountain serving approximately 80 students.

Located in southern Kern County, Arvin is an agricultural community with high poverty rates, limited local employment opportunities, and seasonal fluctuations in workforce stability. Many parents commute long distances to work in agriculture, warehouses on the I-5 corridor, or to jobs in Bakersfield and the surrounding area, impacting student attendance and engagement. The city faces social and economic challenges, including limited access to healthcare and mental health services, high unemployment & poverty rates that exceed the state average, few local businesses that provide economic opportunities, and many of our families have limited broadband and mobile connectivity. However, new community resources—such as a Bakersfield College satellite campus and a health center expansion—offer additional family supports. There is no local newspaper or local means of information other than social media.

As of mid-March 2026, Arvin Union School District's unduplicated student population includes: 93% Low-Income, 52.4% English Learners (this percentage has been declining yet remains primarily Spanish-speaking, with a small population of Arabic and indigenous language speakers), 13.6% Migrant students, 3.5% Homeless students, and 0.4% Foster youth. The Students with Disabilities (SWD) population has continued to increase, with a jump from 11.5% in 2024-25 to 13.6% in 2025-26. Ethnically, the district is 91.4% Hispanic/Latino, with smaller populations of White (7.5%), African American (0.4%), and Asian (0.2%) students. With a Local Control Funding Formula (LCFF) unduplicated percentage of 95.3%, the district is required to increase or improve services beyond what is provided to all students.

Key Challenges Identified through the California School Dashboard and Local Data include:
1. Low, but improving, Academic Achievement in ELA & Math with all student groups perform in the Low or Very Low category on CAASPP assessments.
2. Chronic absenteeism remains high among most student groups, with Students with Disabilities continuing in the Very High performance band.
3. School Climate and Student Connection concerns, as California Healthy Kids Survey indicate low school connectedness and limited meaningful student engagement.

The district's strategic planning is guided by the vision of "Working together to empower all students to be lifelong learners," and the mission of "Every Child Learning, Every Day, No Matter What It Takes."

To address the needs of our students, Arvin USD has developed six strategic goals, aligned with LCFF State Priorities:
Goal 1 is focused on wraparound services for students including aims to ensure foundational conditions for learning—such as qualified staffing, well-maintained facilities, aligned instructional materials, effective professional development, and strong communication systems. Actions are in place to continually improve and support high-quality instruction, equitable student outcomes, and staff retention across the district to address Priority 1 Basic Services. Goal 2 focuses on reducing chronic absenteeism including parent outreach, incentives, and transportation support addressing Priority 5/Student Engagement and Priority 6/School Climate. Goal 3 focuses on meaningful student engagement and school connectedness with funding assigned to extracurricular programs and leadership opportunities addressing Priority 3/Parent and Family Engagement and Priority 6/School Climate. Goal 4 focuses on strengthening parent and community engagement with bilingual workshops, literacy programs, and family resource hubs addressing Priority 3/Parent and Family Engagement and Priority 7/Access to a Broad Course of Study. Goal 5 focuses on improving academic growth with implementation of high-quality curriculum, professional development and intervention programs addressing Priority 4/Student Achievement and Priority 2/Implementation of State Standards. Goal 6 focuses on accelerating English Language Development for EL students including Long Term English Learners with a focus on designated and integrated ELD, professional development, and instructional support addressing Priority 4/Student Achievement and Priority 2/Implementation of State Standards.

The district engaged parents, students, staff, and community members in developing this LCAP. Opportunities available for parents through Parent and Family Engagement including the District Advisory Council (DAC), English Learner Advisory Committee (ELAC) and Parent Advisory Committee Meetings and Coffee with the Principal Bilingual sessions include topics of LCAP goals, Dashboard data, and family needs. Community Partnership Engagement included collaboration with the South Valley Neighborhood Partnership to align district services with health and social service providers. Student input included Student Focus Groups at each school with discussions related to the district goals and action steps supporting students. Student Advisory sessions focused on school climate, mental health supports, engagement, homework, and cell phone use. Teachers and staff provided input on instructional needs, professional development priorities, and student engagement strategies. These engagement efforts directly influenced the development of district actions in the LCAP. With a 95.3% unduplicated count, the district must increase or improve services in proportion to LCFF funding received.

The LCAP includes actions principally directed for Low-Income, English Learner, Foster, and Homeless Students. Targeted Instruction and Intervention (English Learners, Low-Income Students) focused on hiring additional bilingual paraprofessionals for targeted small-group ELA & Math support, expanding intervention programs with a focus on literacy acceleration and implementing adaptive learning software for

differentiated instruction. Expanded Social-Emotional & Mental Health Supports (Foster Youth, Homeless, Low-Income Students) include full-time social workers for counseling, trauma-informed training for teachers & staff, and partnerships with mental health providers to increase student access to counseling services. Strengthening Parent & Family Engagement (EL, Migrant, Low-Income Families) includes Parent Centers at each school and a Community Resource and Wellness Center district hub with bilingual support for navigating educational & social services, Parent Academy with workshops on school success, digital literacy, and postsecondary opportunities and Expansion of district translation services for better communication with non-English-speaking parents.

These actions go beyond what is provided for all students and are principally directed toward unduplicated pupils to close achievement gaps and improve outcomes.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The Arvin Union School District remains committed to continuous improvement by refining instructional strategies and providing whole-child supports. The district's three primary theories of action, formalized during the 2022–2023 Improvement Process supported by the Kern County Superintendent of Schools, focused on the development and refinement of tiered systems of support for social, emotional, behavioral, and academic needs; structured academic and behavioral supports; and shared accountability. These theories have been validated by measurable progress, including the district exiting Differentiated Assistance and all school sites exiting Additional Targeted Support and Intervention (ATSI) in winter 2023–2024. To date, neither school sites nor the district have re-entered these assistance levels. Continuous Improvement Monitoring for our Special Education Student Group is ongoing. Improvement work continued through the 2025-2026 school year with additional refinements which continue into the upcoming 2026-2027 plan. There are many areas of significant growth, yet key student groups remain in the Red performance band, requiring further targeted interventions. Below is a comprehensive reflection on district-wide and student group performance across all indicators which were initially identified to be RED on the California Dashboard or have been identified as currently RED.

THE FOLLOWING ARE 2025 OUTCOMES RELATED TO 12 RED INDICATORS INITIATED ON THE 2023 DASHBOARD including: (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

MATHEMATICS DASHBOARD REFLECTION
Overall District Performance: Increase of 9.1 points, improved from Red to Yellow.
District Students with Disabilities: Increase of 10.4 points, improved from Red to Orange.
District English Learners: Increase of 6.7 points, improved from Red to Yellow.
District Hispanic Students: Increase of 8.1 points, improved from Red to Yellow.
District Low-Income Students: Increase of 8.1 points, improved from Red to Yellow.
District Long term English Learners: Increase of 4.1 points - improved from Red to Orange
Haven Drive All Students: Increase of 4.7 points, improved from Red to Yellow.
Haven Drive Hispanic Student Group: Increase of 3.2 points, improved from Red to Yellow.
Bear Mountain English Learners: Increase of 1.1 points, improved from Red to Orange.
Bear Mountain Students with Disabilities: Increase of 10.7 points improved from Red to Orange.

El Camino Students with Disabilities: Increase of 3.6 points, improved from Red to Orange.
Sierra Vista Students with Disabilities: Increase of 12 points, improved from Red to Orange.

Newly Identified in 2024 (Red) Student Groups:
District-Wide:
Homeless Students: Increase of 18.3 over two years from baseline, improved from Red to Yellow in one year.
White Students: Increase of 5.3 points, improved from Red to Yellow

While 12 groups were identified as RED on the 2023 Dashboard and 2 were added in 2024, no groups at any level were identified as RED on the 2025 Dashboard.
Strategic Adjustments leading to growth:
Improving California Dashboard outcomes at the district level, site levels, and for multiple student groups over the past 2 years was supported by a multi-year focus on math instruction supported by EdPartners P3CC, Kern County Superintendent of Schools and a dedicated group of instructional staff within the district. This multi-year focus began with a comprehensive reflection on district practices which initiated a focus on deep and wide-spread collaborative work including:
1. curriculum re-alignment developed collaboratively by school site representatives working alongside Kern County Superintendent of Schools Consultants and Teachers on Special Assignment (1.3)
2. creation/redesign of calendared common formative assessments (5.1)
3. refinement of Professional Learning Team implementation with a focus on purposes (the why) and the practice (the how) (1.3, 5.2, 5.8)
4. more effective use of data analysis with a focus on identifying student strengths and creating supports to focus on student needs at a district, site, classroom, and student level (1.3. 3.1)
5. professional development to enhance best practices to support rigorous and standards-aligned instruction (1.3, 5.2)
6. core instruction with a foundation in conceptual modeling and justification of responses (1.3)
7. supplemental intervention (5.2)
8. monthly classroom walkthroughs guided common conversations regarding standards implementation and prompted targeted professional development (1.3, 5.8)

THE FOLLOWING ARE 2025 OUTCOMES RELATED TO 11 RED INDICATORS INITIATED ON THE 2023 DASHBOARD including: (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA:

ENGLISH LANGUAGE ARTS DASHBOARD REFLECTION
Overall District Performance: Increase of 7.1 points improved from Red to Yellow
District English Learners: Increase of 8 points, improved from Red to Yellow
District Students with Disabilities: Increase of 11.3 points, improved from Red to Orange
Sierra Vista Overall: Increase of 16.7 points, improved from Red to Yellow
Sierra Vista English Learners: Increase of 4 points, improved from Red to Yellow

Sierra Vista Hispanic Students Increase of 17.1 points, improving from Red to Yellow
Sierra Vista Low-Income Students: Increase of 14 points, improved from Red to Yellow
Bear Mountain Overall: Increase of 9.8 points, improved from Red to Orange
Bear Mountain English Learners: Increase of 8 points, improved from Red to Orange
Bear Mountain Hispanic: Increase of 9.9 points, improved from Red to Orange
Bear Mountain Low Income: Increase of 8.7 points, improved from Red to Orange

Newly identified in 2024 (Red) Student Groups:
District Homeless: Increase of 25 points, improved from Red to Yellow

Persistently Low-Performing (Red) Student Groups:
Bear Mountain Students with Disabilities: Decrease of 1.3 points after gains in 2024 - reverted to RED in 2025
El Camino Students with Disabilities: Decrease of 17.5 points after gains in 2024 - reverted to RED in 2025

13 groups were identified as RED on the 2023 Dashboard and 1 was added in 2024. 12 of these 14 groups have exited RED.
Strategic Adjustments leading to growth:
1. Strengthen early literacy intervention (95% Model) and Science of Reading-aligned instruction. (5.1)
2. Focus on Tier 1 instruction with implementation of updated Benchmark curriculum adopted for 2024-2025 with support of intervention personnel (1.3, 5.1, 5.2)
3. Expanded small-group literacy instruction with Intervention teachers and Aides (5.2)
4. Provided intensive support for English Learners (Designated ELD improvements) (6.1)
5. Implemented structured writing interventions aligned with state standards (1.3, 5.6)
6. Monthly classroom walkthroughs guided common conversations regarding standards implementation and prompted targeted professional development (1.3, 5.8)
7. Coordinated efforts with LCRSET grant actions focused on improving foundational Language Arts skills for early learners supported by Reading Specialists and Literacy coaches at the three elementary sites.

ENGLISH LEARNER DASHBOARD REFLECTION
District English Learners reverted back to Orange with a decline of 3.4% for a total of 45.4% making progress in 2024-2025.
District Long Term English Learners: Gain of 2% gain moving to Green after an initial identification as Yellow with 53.9% making progress in 2024-2025.

School Specific groups:
El Camino - identified in 2025 as Red after a decline of 11.7% LTELS increased 14.3%
Bear Mountain - Orange declined 2.5%. LTELS increased 31.7%.
Sierra Vista: Green increased 2.6%. LTELS increased 17.6%

Haven Drive - Yellow decreased 1.9%. LTELS maintained 1.1%.

Concerns in this area and 2025-2026 remedies.
1. Use of time during the provided 45 minute block was not being used efficiently and was impacting students in Dual Immersion as well as core, rigorous Integrated ELD. Time was modified to 30 minutes at the beginning of the 2025-2026 school year with guidance to integrate listening, speaking, reading, and writing and discontinuing a previous district practice of a dedicated 15 minute block of dedicated "talk time".
2. Declining enrollment has affected the number of teachers outside of Dual Immersion available to deploy for English Language Development and Dual Immersion classes had shorter focused ELD blocks. This was remedied by rewriting our Dual Immersion plan from a 50/50 to a 46/54 plan allowing for all teachers at a grade level to have a set time for ELD and deployment to address multiple student levels.
3. Lack of consistency in progress and inconsistencies between sites and classroom implementation and structures led to discussions as 2024-2025 scores began to trickle in through ELPAC reporting. Each principal has focused on their site strengths and needs during professional learning time and during walkthroughs. (6.2)
4. Writing conventions continue to be of concern and walkthrough guidance has been to focus on looking for evidence of teachers providing feedback in the moment.
5. A lack of focus on integrated speaking and listening with strong forms and functions, as evidenced through district walks, prompted focus on English Language Development at every site and during district PD. (6.2)
6. A continued concentration on professional development for implementation of ELD at the middle school and a refinement of purposes for class assignment and deployment /class assignment aligned better to language levels of proficiency at all sites are prompting shifts which led to gains at some sites.
7. Refined use of newcomer EL support materials and structures (6.3)
8. Increase foundational writing skill development (6.1, 6.3)
9. Focus on foundational reading skills at the TK - 3 level with 95% support as a component of Integrated ELD (6.1)

CHRONIC ABSENTEEISM DASHBOARD REFLECTION
Overall District Chronic Absenteeism: Decreased Significantly 5.4%, reaching Yellow (13.6%) after being 24.6% in 2023 and 33.6% in 2022.
All School Sites - overall Yellow

Significant District Student Group Growth: Homeless Declined Significantly with a decline of 10.6%, current status is 19.1%
Homeless- (Total decline of 29.7 since 2023 moving from Red to Yellow- see specific action to address in Goal 3 Action 3)

Newly identified in 2024 (Red) Student Groups
El Camino Real White: (decreased 18.4% from 31.7% to 13.3%, improving from Red to Yellow)
Bear Mountain Students with Disabilities (decreased 15% from 35.2 to 20.2%, improving from Red to Orange)

Newly identified in 2025 (Red) Student Groups

District Foster: increased 15.6%- Our number of foster students is quite small. Identification early in enrollment is critical given the transient nature of our foster students.

Strategic Adjustments:
1. Expanded home visits and attendance incentives (3.1)
2. Strengthened supports for homeless and foster through case management - quicker identification of family needs is necessary(3.3)
3.Targeted attendance campaigns with attendance conferencing (3.1)
4. Short term independent study for illnesses and family emergencies continues (3.1)

SUSPENSION DASHBOARD REFLECTION -no groups with lowest performance level identified
District suspension rate maintained at a status of Blue
School Sites Blue: Bear Mountain, Sierra Vista, El Camino Real
School Sites Green: Haven Drive Middle School
Lowest Group: Students with Disabilities: Yellow

Strategic Adjustments:
1. Expand restorative practices and mental health services (3.1, 3.2, 3.3)
2. SEL (RULER) implementation (2.1)
3. Alternate to Suspension class (ALA) (2.6)
4. ProAct training (5.8)
5. Addition of Compass Curriculum (2.1)

LOCAL MEASURES:
BASIC: The district continues to meet state expectations for Facilities, Access to Standards Aligned materials, and Teacher Credentialing (1.1) and Assignment indicating foundational materials and personnel are in place to service students. Meeting these expectations requires significant personnel efforts and focus which directly support unduplicated students and prompt continuation of action steps to hire, train, and retain staff who are the most highly trained and dedicated to meeting the needs of our demographic. In addition, maintenance of facilities to have safe and welcoming environments and materials directly related to the needs of unduplicated students are items we intend to maintain as excellent.

ACADEMICS: The Butte County Instructional survey indicates improvements in 6 of 6 areas in Language Arts, 6 of 6 areas in Math, 3 of 4 areas in Science and declines in all areas of History/Social Science. Walkthrough data indicated instructional delivery has moved farther into and beyond the developing levels for Language Arts and Math.

I-Ready 2026 EOY data in English Language Arts overall indicates no movement at the lower levels and a 2% gain between 1 grade level below and mid or above grade level.
I- Ready 2026 EOY data in Math overall indicates percentage changes of 1% up or down at each of the 5 levels indicating lack of significant movement.
STAR 2026 EOY data in Reading indicates declining percentages at the urgent level and increases of 2 or 3% respectively at or above grade level.
STAR 2026 EOY data in Math indicates growth in 7th grade compared to last year's 7th graders and losses between this year and last year 8th graders. However, as a cohort the 2024-2025 7th graders made gains in 2025-2026 8th grade.
(Goal 5)

SAFETY/CLIMATE: California Healthy Kids Surveys paired with Kern Integrated Data Student Connectedness Surveys and input indicate improvement in connectedness and meaningful engagement especially at the middle school with increased attention to implementation of Compass and RULER social emotional learning curriculum, augmented implementation of PBIS, and utilization of restorative practices (2.1, 5.1).

BROAD COURSES OF STUDY: The district continues to expand opportunities through electives to give students a broad course of study during the day and ELOP funds have provided expanded opportunities after school and during inter-sessions (1.6). Student focus group participants and parents are favorable of expanded elective opportunities and the continuation of art and music at the elementary levels.

PARENT PARTICIPATION: School sites have begun Parent Engagement groups focused on broadening parent input to increase participation. Events with a focus on family engagement are well attended. Parent conference attendance rates maintained or increased at all school sites. (1.4, 4.1)

OVERALL SUMMARY AND NEXT STEPS
This reflection highlights substantial district-wide progress in Language Arts, Math, Chronic Absenteeism, and Suspension rates as measured by 2025 Dashboard Data, with more consistent implementation and growth in multiple areas at the site and district level. There continue to be wide variations among site performance and student group performance yet improvements have been seen districtwide and within groups with the exception of English Language Development and Student with Disabilities academic outcomes.
Classroom walkthroughs continue to show gains toward Levels 3 and 4 on the utilized rubric and conversations are then more refined to support continued improvement.
i-ready data continues to be concerning as outcomes have not consistently mirrored CAASPP data and do not show a consistent pattern of growth in either Language Arts or Math.
STAR data indicates gains in cohorts but varied outcomes grade to grade as new students enter 7th and 8th grade.

Next Steps for 2026-2027 LCAP implementation
Focus on more targeted Needs Assessments at the district and site levels (1.2, 1.3, 1.4)

Strengthen attendance interventions for high-absence student groups and targeted/patterned family or individual cases (3.1, 3.4)
Increase parent engagement opportunities specifically using strategies/insights gained from the Community Engagement Initiative begun at Haven Drive (4.2)
Further support of Tier 1 instruction given the high numbers of students in the Low and Very Low levels (2.1, 5.1, 5.2, 5.3, 5.7, 5.8)
Refine intervention strategies for persistently Red student groups (5.2)
Increase intervention support to ensure students are moving out of lower proficiency levels. (5.2, 5.3)
Expand early literacy instruction and Science of Reading-aligned strategies (5.3, 5.4)
Enhance Designated ELD supports for English Learners (6.1, 6.2, 6.3, 6.5)
Refine English Language Development Leadership Training (6.4)
Increase mainstream time for Students with Disabilities - low performance of these students not only affects that particular student group but any other group they belong to. (5.2)
Support new math adoption in 2026-2027 (5.8)
Ensure visibility in classrooms to provide ongoing cycles of support in conjunction with use of data (5.1)

The district has a remaining Learning Recovery Block Grant (LREBG) allotment of $2,828,815 available for expenditure between the 2026-2027 and 2027-2028 school years. $768,648 are included in expenditures which are included in Goal 5 Action 2 for this plan's budget year and has been removed from Goal 1 Action 8 as return on investment for cost does not justify continuation of technology purchases with these funds.

The required needs assessment has been completed and the Arvin Union School District plans to use LREBG funds to implement strategies that address the most significant areas of student need identified through Dashboard and local data analysis. The needs identified in the required Needs Assessment which was conducted in 2024-2025 and needs in 2025-2026 remain largely the same and include:
1. Local and state data highlights foundational skill deficits in ELA and Math, with 22% of students three or more grade levels behind in math and 31% three or more levels behind in reading at the elementary level. 27% of students require urgent intervention at the middle school level in reading and 18% in math.
2. Chronic absenteeism, although decreasing, remains high at 13% for the district with Hispanic, African American, Two or More Races, White, Homeless, LTEL, Socially Economically Disadvantaged, and Students with Disabilities equaling or exceeding that percentage.
3. Suspension at the middle school exceeds the rest of the district at 1.23% with English Learner, LTEL, Homeless, and SWD exceeding the overall trend of 0.3%.
4. Monitoring short-term progress through the use of Diagnostic Assessments, PLCs, KiDS data dashboards, professional learning walkthroughs, and targeted educational partner engagement to ensure responsive adjustments to LCAP and LREBG actions and services.

We will be adjusting LREBG strategies based on continued feedback and data to provide more targeted attention to areas identified as strengths. 2025-2026 utilization of funds indicates continuation of personnel over the remaining two years of funding to support intervention and possible expansion to continue current positions funded through a soon to expire LCRSET grant are far more effective as evidenced by district walkthroughs than purchases of additional technology which have been significantly underutilized despite educational partner requests. Neither increased technology in grades K and 1, nor significantly augmented outcomes in i-Ready measurements as assumed. Our

focus within the allowable uses of funds is: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports including:
Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.

Arvin Union School District has prioritized the use of LREBG funds to address significant and persistent academic achievement gaps identified through state summative assessments. The following actions and allocations are grounded in recent performance data and the district's comprehensive needs assessment. There is a critical need for standards-aligned, intentional universal instruction with structures for Universal Design for Learning followed by targeted academic interventions. Key areas are especially in solidifying foundational skills in literacy and numeracy and progressing to grade level proficiency given over 80% of our students are below grade level. This, along with the data below, supports the strategic use of LREBG funds for learning recovery through reduced class/intervention as noted in Action 5.2.

Assessment Data Highlights (2023-2024)- summary of data can located in LCAP metrics above as well as a companion document "LREBG Needs Assessment"
ELA (Grades 3–8, LREBG Students)
Only 2.02% met the "Standard Exceeded" level, with an additional 10.10% at "Standard Met."
A combined 63.16% of students scored "Standard Not Met," a marginal improvement from previous years.

Mathematics (Alternate Assessment, LREBG Students)
Only 33.33% of students demonstrated "Foundational Understanding" or above.
One-third of students remain at "Limited Understanding" levels, consistent with the prior year.

The following was implemented in 2025-2026 without the expected impacts of usage or student growth and is being discontinued from Action 1.8
**Purchase additional Chromebooks to extend 2 to 1 devices to Kindergarten and First Grade. Educational partner input, usage rates, and student outcomes in Kindergarten and First Grade support this action step as sites and grade levels that utilize i-Ready for practice beyond the school day show greater outcomes on i-Ready assessments.
**Chromebooks purchased will be placed in K/1 classrooms as intended for those grade levels to utilize during school hours.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
LCAP input- general groups	The following process was utilized for all groups: A Google Presentation was developed and shared during Educational Partner sessions. Information shared included 2024-2025 Dashboard results for the district/school sites/and student groups utilizing a document prepared by Kern County Superintendent of Schools with development by Riverside County. Also included were LCAP priority areas, 2024-2027 LCAP goals, and a link to a newly developed input survey for systematic gathering of quantitative and qualitative data information for each action step. This survey was utilized with all educational partners- each having a specific link to be able to disaggregate data. A special focus was placed on explaining inputs, outputs, and outcomes. Either the Superintendent or Assistant Superintendent were present at formally scheduled initial input sessions. Input documents included six goal areas with actions to be ranked by 1 to 5 stars in terms of effectiveness. Additional text space was included at the bottom of each goal for suggestions to continue, abandon, modify, or add new ideas to support partnership in facilitating change. A QR code was distributed and time provided for those in attendance to complete during the workshops or to take home. Input sessions typically ranged from 45 minutes to 1.5 hours and ran through the entire month of February. Written and qualitatively shared focus group information was gathered for review and consideration from the Google Survey outputs as well as information gained during discussions. Following

Educational Partner(s)	Process for Engagement
	this cycle, priorities were reviewed, actions refined, new actions developed and initial budgets proposed for review. LCAP goals, action steps, and proposed expenditures from the initial 2024-2027 plan were reviewed and updates scheduled to be made available in May utilizing an overview summary draft including action steps, metrics, and funds allocated. A draft of the LCAP plan will be accessible on the district website by June 1, 2026 for review and further input by all stakeholders.
School Board	Prior to this year's engagement sessions, a Board Study session was held on February 8, 2025 focused on the role of the board in vision development and goal setting. The 2025-2026 mid-year review was presented at the regularly scheduled February 2026 board meeting with a status of actions to date, mid-year data available, and expenditures. A draft summary of LCAP goals, action steps, and proposed expenditures was provided for review during the Assistant Superintendent report on May 19, 2026. A public hearing is scheduled to be held on June 16, 2026 and scheduled board approval is for June 23, 2026.
Teachers	Meetings at each school site took place utilizing the process explained for general groups. Three additional surveys were conducted with teachers including online California Healthy Kids Staff survey, Learning by Doing Professional Learning Community Survey, and Butte County Instructional Survey.
Principals	Among monthly discussions, a February Administrative Council meeting was set aside for Principals to complete the district Google survey. They also participated in site meetings with teachers to review the general process for groups and completed the three surveys that teachers completed. In addition, administrative cabinet meetings focused on specific goals or action steps and site/district level data was reviewed to ensure strategic plan alignment and a through-line between SPSAs and the LCAP with a focus on actions and metrics. Principals were present either at the May or April meeting of the District Advisory Council where the 12 page summary was shared and input taken.
Administrators	Program Administrators participated in program and/or monthly administrative cabinet meetings focused on specific goals or action

Educational Partner(s)	Process for Engagement
	steps. Program level data was reviewed to ensure strategic plan alignment and a through-line between program plans and the LCAP with a focus on actions and metrics. District administrators were presented with the Draft summary of LCAP goals, action steps, and proposed expenditures for review and any further input on May 8, 2026.
Other School Personnel	Small group input sessions were designed for job alike groups utilizing the general input format noted above or lead by direct supervisors or district leaders to gather input. This group of staff were also included to complete the California Healthy Kids Staff survey.
Local Bargaining units	Bargaining unit members participated in general group input as part of their initial job duties. In addition, site representative meetings are held monthly to celebrate gains and identify needs for strategic planning. Negotiating units focused on salary inputs and job descriptions while executive boards reviewed draft plans as goals, metrics, and actions were placed in draft format. Information on LCAP goals, action steps, and proposed expenditures scheduled for review and any further input was shared during the regular monthly union/district site representative meetings. The certificated union president attended LCAP trainings provided by KCSOS. Union leadership met to review complete draft plans on May 19, 2026 prior to being placed on the board agendas for public hearing. Proposed expenditures were provided for review.
Parents	Coffee with the Principal and Community Input nights followed the General input format. Additional surveys included California Healthy Kids survey for Parents (done by paper copy) as well as a Parent Square online district survey broken down by goal which was sent out in pieces over the month of February to include input from parents who do not attend meetings at the sites.
Students	Focus groups of students were identified by site principals including representatives of unduplicated groups of students. The general input format was utilized with focus group discussions to facilitate information gathering led by the Superintendent or Assistant Superintendent, however students did not enter the QR individually. Their input was consolidated to provide a common message from

Educational Partner(s)	Process for Engagement
	each site. Additionally, a student advisory committee led by the Superintendent and Community School Staff is in it's 2nd year of existence for students Grades 3-8 representing their sites to provide input and guide monthly discussions with district leadership. Topics and discussions revolved around homework, assessments, safety, parent involvement, and actively promoting Haven Drive Middle School to younger students. They also completed the General Survey as a focus group. An LCAP specific advisory subgroup from Haven Drive Middle School met on May 19, 2026 to review and provide input on the summary LCAP draft.
District Advisory Council / District English Learner Advisory Council	The general input format was utilized by the Migrant Resource Teacher, Assistant Superintendent, and the Superintendent followed by draft reviews of action steps for input. District staff are scheduled to present the LCAP overview to the Parent Advisory Committee (DAC) and District English Learner Advisory (DELAC) Committee on April 29, 2026 including a summary of LCAP goals and action steps. A formalized plan summary and draft document were prepared to share during the schedule May meetings. The opportunity for a written response was provided and, to date, no written response by the Superintendent was requested by either group.
Community Educational Partners	Public forums followed the General input session format for district community input. Additionally, the district partnered with 2 neighboring school districts and conducted an abbreviated general input session the first week of March 5, 2026 to share district data with general goals but without current actions to get input on next steps given public agency collaboration. A public hearing is scheduled to be held on June 16, 2026 and scheduled board approval is for June 23, 2026.
SELPA	The district attended KCSOS LCAP trainings to satisfy the SELPA LCAP Consultation. A particular focus was conducted on March 5, 2026 with a review of SELPA required Assurances. The

Educational Partner(s)	Process for Engagement
	Superintendent met with Melvin Thomas with several follow-up conversations specific to the Special Education Student Group.
Student Advisory	A student advisory group from the middle school met monthly along with students from the elementary sites beginning in September 2024- normally the same days as the monthly board meeting. The middle school group had a special session to review the draft LCAP summary. The middle advisory group met on May 19, 2026.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The 2024–2027 LCAP reflects a comprehensive and collaborative planning process involving educational partners across all four district schools. Input was gathered from 19 educational partner groups through structured surveys, council meetings, community partner sessions, and site-based forums with students, certificated and classified staff, administrators, and families. Using a planning tool provided by the Kern County Superintendent of Schools, feedback was examined through the lens of four priority areas—Conditions of Learning, Engagement, Parent Involvement, and Student Outcomes—and reorganized under six expanded goals. This structure provides an actionable and outcomes-focused framework for refining existing actions and introducing new ones to address emerging needs.

Goal 1: Basic Services
Basic Services continued to emerge as a foundational priority across nearly all educational partner groups, with input consistently reflecting strong support for maintaining instructional supports, student services, and infrastructure that allow schools to operate effectively. District administrators and supervisors highlighted the importance of continued mentoring and professional learning for new teachers, particularly those entering through residency and bilingual pathways developed in partnership with CSU Bakersfield (1.1), a perspective echoed by staff across Bear Mountain, El Camino Real, Haven Drive, and Sierra Vista who emphasized the value of induction support and professional growth opportunities that strengthen instructional consistency across the district. Instructional leadership and collaboration structures were also consistently identified as important supports for implementation of standards, with teachers and site administrators affirming the role of academic coaches and Teachers on Special Assignment in guiding Professional Learning Teams and supporting analysis of assessment data (1.3).

Across multiple partner groups, the Family Resource Center (Community Resource and Wellness Center) was highlighted as a highly valued support for families, with parents consistently emphasizing the importance of services that connect families with community resources, counseling supports, and assistance navigating school systems (1.4). Educational partners, especially students, also voiced strong support for services supporting foster youth and students experiencing housing instability, including transportation assistance and school supplies (1.5), with staff similarly noting the positive impact of these services on student engagement and access to learning. Across groups, feedback affirmed that continued staffing and expansion of these services remains essential.

Students across all four schools expressed appreciation for enrichment opportunities including art, music, and elective offerings, with parents and staff affirming the importance of maintaining certificated positions supporting these programs (1.6). Educational partners also

consistently emphasized the importance of maintaining reliable technology systems and equitable access to devices (1.8), as well as maintaining facilities and environmental systems such as HVAC services to support safe and comfortable learning environments (1.7).

In response to educational partner input, the district will continue to implement actions (1.1, 1.3–1.7) as indicated by educational partner feedback, as these actions were consistently rated highly across multiple educational partner groups and affirmed as essential supports for student success, and will refine action (1.8) to improve technology access and device allocation. Educational partner feedback and local usage trends indicate that technology needs differ by grade level and that targeted allocation of devices better supports instructional use and independent learning, and then students demonstrate increased access to appropriate instructional tools, improved engagement in technology-supported learning, and more consistent completion of digital assignments across grade levels.

Goal 2: Safety and Engagement
Safety and Engagement continued to reflect the district's commitment to maintaining positive school climates and supporting students' social and emotional well-being, with educational partner input consistently emphasizing the importance of safe learning environments, respectful relationships, and proactive behavioral supports. Students across Bear Mountain, El Camino Real, Haven Drive, and Sierra Vista highlighted the importance of campus supervisors and staff including gate and noon duty personnel who help them feel welcomed and supported throughout the school day (2.1), while staff emphasized continued implementation and refinement of PBIS and social-emotional learning systems as critical to maintaining consistent expectations across school sites.

Teachers and classified staff also highlighted the need for consistent behavior systems and the use of positive behavior recognition and incentives (2.3), while student feedback across sites indicated a preference for meaningful, relationship-based incentives over material rewards. Educational partners, especially parents, affirmed the importance of counseling services and social workers in supporting students' mental health and well-being (2.2), with feedback across groups consistently identifying these services as essential supports for students.

Students and parents highlighted the value of athletics and extracurricular activities in building connection and engagement (2.4), and all educational partners emphasized the importance of maintaining safe facilities, supervision systems, and well-maintained campuses (2.5). Input of teachers, administrators, and students at Haven Drive reflected the need to refine the Alternative Learning Academy to ensure clarity, consistency, and effectiveness as a behavioral support option as this is currently seen as not changing student behavior. (2.6).

In response to educational partner input, the district will continue to implement actions (2.1–2.2, 2.4–2.5) as indicated by educational partner feedback, as these actions were consistently identified across educational partner groups as critical to maintaining positive school climate and student well-being, and will refine actions (2.3, 2.6) to strengthen student engagement and behavior intervention systems, including redesigning student incentives to emphasize experiential and relationship-based opportunities such as structured social time and peer engagement based on student feedback, and restructuring the Alternative Learning Academy to incorporate increased support from district social workers and a stronger emphasis on restorative practices to improve consistency of implementation and reduce repeat referrals. Educational partner input across students, staff, and families indicates that meaningful engagement opportunities and targeted behavioral and mental health supports more effectively address underlying causes of student behavior, and then students demonstrate improved behavior, increased engagement in school activities, reduced repeat placements in intervention settings, and stronger connections to the school environment.

Goal 3: Attendance

Attendance continues to be a critical focus for the district, with educational partner input consistently emphasizing the importance of maintaining strong systems that support student engagement and reduce chronic absenteeism. Across staff, families, and advisory groups, feedback highlighted the importance of early identification of attendance concerns, consistent monitoring, and timely intervention.

Staff emphasized the role of attendance clerks and Student Success Facilitators in monitoring attendance patterns, conducting outreach, and reconnecting students through conferencing and home visits (3.1), while also noting the importance of maintaining responsive systems and accurate data. Educational partners emphasized that strong relationships between schools and families contribute to improved attendance, with parents noting that direct communication supports collaboration in addressing barriers.

Families also highlighted the importance of transportation supports for students experiencing housing instability (3.3), while principals, teachers, and parents emphasized the role of school nurses and health services in addressing health-related barriers to attendance (3.2). Students and staff identified attendance incentives and recognition programs as important motivators (3.4), and parents emphasized the importance of safe routes to school.

In response to educational partner input, the district will continue to implement actions (3.1–3.4) as indicated by educational partner feedback, as these actions were consistently identified as effective strategies for addressing attendance barriers. Educational partners emphasized that consistent outreach, access to health supports, and removal of logistical barriers are critical to improving attendance, and then students demonstrate improved attendance rates, reduced chronic absenteeism, and increased engagement in daily instruction as barriers to consistent school participation are addressed.

Goal 4: Parent Involvement
Parent Involvement reflects the district's continued commitment to strengthening partnerships between schools and families, with educational partner input consistently emphasizing the importance of clear communication, accessible engagement opportunities, and ensuring that families feel welcomed as active participants and partners in their children's education. Parents highlighted the importance of ongoing communication through ParentSquare and school newsletters (4.1), while also noting the need for additional support to effectively use communication tools.

Educational partners emphasized the importance of bilingual communication, translation services, and culturally responsive outreach to ensure all families can meaningfully participate (4.1). Across several partner groups, parents expressed strong interest in family workshops that support student learning at home, particularly those focused on reading, mathematics, understanding grade-level expectations, and navigating school systems (4.2).

Parents also emphasized that offering workshops at varied times and providing supports such as child care and meals would increase participation, while students highlighted the value of family engagement events that create opportunities for connection. Staff emphasized the importance of programs and partnerships that strengthen family-school relationships and connect families to community resources, and educational partners consistently emphasized the importance of maintaining strong partnerships with community organizations that support families and expand access to services.

In response to educational partner input, the district will continue to implement action (4.1) as indicated by educational partner feedback, as families consistently emphasized the importance of clear communication and inclusive engagement opportunities, and will refine action (4.2)

to expand family workshops and relationship-building opportunities, including a shift from traditional meetings to Round-Ups, increased access to academic-focused workshops aligned to grade-level expectations, and strengthened partnerships with community organizations, because educational partner input across multiple parent groups indicated a strong desire for more accessible, relevant, and relationship-centered engagement opportunities, and then families demonstrate increased participation in school events, improved communication with school staff, and stronger connections to the school community that support student learning. Meeting supports suggested and to be supported include childcare, translation, and simple snacks.

Goal 5: Academic Achievement
Academic Achievement remained a central focus across all educational partner groups, with input consistently emphasizing the importance of maintaining strong instructional programs, targeted interventions, and enrichment opportunities to support student success. Staff highlighted the importance of diagnostic and progress monitoring tools to guide instruction (5.1), while also emphasizing the value of Professional Learning Teams and collaborative data analysis to support instructional decision-making.

All educational partners emphasized the importance of maintaining intervention personnel to provide targeted academic support (5.2), while students highlighted the need for differentiated instruction and multiple approaches to learning in the classroom. Administration, teachers, parents, and students supported continued investment in supplemental instructional materials and technology (5.3), as well as maintaining library programs and access to diverse reading materials (5.4). Students identified a desire to have library clerks actively involved with supporting book location and selection during class visits and to systematize book check in to free up library personnel.

Students and parents emphasized the value of field trips and enrichment opportunities (5.5), along with expanded learning opportunities such as after-school and summer programs (5.6). Academic incentives and recognition programs were identified as important motivators (5.7), and staff emphasized the importance of ongoing professional development aligned to instructional priorities (5.8).

In response to educational partner input, the district will continue to implement actions (5.1–5.4, 5.6–5.8) as indicated by educational partner feedback, as these actions were consistently supported across educational partner groups as essential to improving student outcomes. Action (5.5) aligns field trip and enrichment opportunities to grade-level needs, including providing local, community-based learning experiences for elementary students and out of county visits for upper elementary and middle school students. Educational partner input emphasized the value of meaningful, engaging experiences that connect learning to real-world applications and future opportunities creating stronger connections to academic content, and greater awareness of college and career pathways. College field trips will be modified to include parents and to support family awareness of locations and requirements through community schools funding with trips to be scheduled for weekends and not to interrupt school days.

Goal 6: English Language Development
English Language Development continues to serve as a critical focus area, with educational partner input emphasizing the importance of strengthening supports for English Learners and improving progress toward English proficiency and reclassification. Parents emphasized the importance of professional development to support effective designated and integrated ELD instruction (6.1), while administrators, teachers, and parents emphasized access to instructional materials and communication about student progress (6.3).

Students highlighted the importance of opportunities to practice speaking and using English in supportive environments (6.2), while staff emphasized targeted supports for newcomer students and Long-Term English Learners, including supplemental materials and structured

language development strategies (6.3). Teachers, principals, and district administrators also emphasized the importance of maintaining effective assessment systems and progress monitoring (6.4), as well as strengthening data systems to support early identification and intervention (6.5).

In response to educational partner input, the district will continue to implement actions (6.1, 6.2, 6.3, and 6.5) yet with deletion of costs previously assigned and modifications to conduct training during regular school hours to provide assurances that all staff are equally trained. All educational partners agreed if we consistently implement designated and integrated ELD strategies, provide targeted language supports, and align instruction to students' English proficiency levels, then English Learners will demonstrate increased progress toward English proficiency, improved access to grade-level academic content, and higher rates of reclassification over time.

Educational partner input across all groups affirmed the district's current direction while also informing targeted refinements within each goal area. Feedback from students, families, staff, administrators, and community partners continues to guide how the district aligns resources, strengthens systems, and improves outcomes. The district will continue to use educational partner input, data, and ongoing evaluation to refine actions and ensure services remain responsive, effective, and centered on improving outcomes for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Promote well-being and foster an environment conducive to elevating student learning and staff retention through a multi-faceted approach including provision of basic services and implementation of grade-level standards supported by professional development, mentorship opportunities, and Professional Learning Team collaboration assessed by district surveys/reviews and walkthrough rubrics.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This action step is multi-fold as basic conditions of learning includes staffing, infrastructure, communications, and instructional support.

The district's high rate of teachers who are not fully credentialed has posed a significant challenge to maintaining instructional quality and consistency. New hires to the Arvin Union School District are largely at the beginning of their credentialing cycle as fully credentialed teachers are not sufficiently available to meet district needs. A partnership with Cal State University Bakersfield supported by LCAP funds is planned to continue as this prepares new hires to enter the district as preliminary teachers with mentors support paid during their training year and provides staff to sustain the district's highly popular Dual Immersion program. Staff have been assigned and dedicated to mentoring permitted staff which, over a period of years, has promoted a large percentage to move toward full certification as noted by the number of staff we were able to rehire for the 2024-2025 and 2025-2026 school years and will be able to rehire for the 2026-2027 even as the district continues expanded interventions requiring additional staff. This has been identified as an area to continue by multiple stakeholder groups. By providing expanded professional development and mentorship opportunities; the district supports potential, new, and current teachers and instructional staff in developing their skills and understanding of California instructional frameworks and the art/science of teaching, thus improving the quality of instruction and creating relationships and a sense of belonging which supports staff retention. Fostering a supportive and collaborative environment through Professional Learning Teams (PLTs) is intended to alleviate the stress and isolation often experienced by new teachers, leading to higher staff retention rates facilitating ongoing implementation of district programs developed to support students and student outcomes.

In addition, ensuring basic services through facilities upkeep/safe comfortable learning environments and assurance of available adopted materials and knowledge of/access to services ensures all students, staff, and families are equipped with equitable standards-aligned tools to support instruction in well-maintained facilities which continue to meet Facilities Review at an Exemplary level. While meeting this mark,

taking pride in and care for work and learning spaces to ensure regular upkeep and lack of interruption to routine school activities is a need mentioned by staff, administration, and students. This was specifically evidenced in baseline years of parent responses to California Healthy Kids Survey (CHKS) with ranges among schools from 32 to 54% agreeing that facilities were well maintained. While there are many new facilities spread among the district, some buildings are aging and general upkeep in areas, specifically yard upkeep, have been noted as needing improvement. Furthermore, while provision of foundational instructional items is a critical need to prevent grade level slides in proficiency which has been noted through grade level representative input during math alignment, Professional Learning Team training, and LCRSET plan development stages. Critical choice in terms of textbook use and lessons truly aligned to standards is important.

As basic services are guaranteed to be in place, the district then focuses on program development and implementation/review and overall implementation of standards. Walkthroughs of classrooms and reviews of district programs are conducted to ensure services are being provided to students with the expectation of growth in student outcomes. Walkthrough rubrics outcomes for Designated ELD and Math/Integrated ELD conducted through Fall through Spring in the baseline year indicated the majority of classroom interactions at the Implementing or Developing stages (Stages 2 and 3 of 4) largely due to students not being fully engaged or accountable in the work with teacher as facilitator. This has been an areas of improvement each year. Along with this has been a significant amount of time focused in the performance zone (independent work without feedback) vs. the learning zone (short bits of practice following specific instruction). While this was evident at the initial writing of this section, evidence has continued to transition to stronger level 3 scores and the focus of support has transitioned to implementation of grade level standards within these lessons. Increases to California Healthy Kids meaningful engagement scores, although measured in Goal 3, are another indicator of this transition. The Compliance and Improvement Monitoring (CIM) process for Special Education has focused on provision of services, alignment of materials with IEP goals, program implementation, assessments, and IEP development. While being identified as Needs Assistance, the district continues to meet Proportionality requirements. District support staff including Teachers on Special Assignment, Academic Coaches, and District Support Personnel have supported gains in this area and are needed to ensure systematic, consistent, and equitable instruction.

2021 through 2026 professional development sessions, in conjunction with ongoing support from district TOSA's and coaches, has supported teacher confidence as reported through LCAP input especially as they support the ability for instructional peers to learn from each other. Improved utilization of Frameworks for Language Arts and Math, support of new intervention programs, and ensuring structures for analysis of grade level standards instruction is addressing needs of identified student groups has affected outcomes on the California State Standards Implementation Metric. Outcomes on this metric in 2026 in Language Arts and Math positively indicated district outcomes as developing or higher level in 10 of 10 areas yet accomplishment of movement to Full Implementation has not yet been achieved indicating a need for further professional development and support. As the district focused on Language Arts and Math, outcomes for science remained relatively static and social science declined indicating what gets focused on can be improved and the scope of work must be expanded. District staff will work to support integration of Science and Social Studies content into Language Arts and Math while providing Professional Development on Framework expectations and aligned strategies. Walkthrough results, utilizing a district rubric, indicates growth in math at the elementary and middle school level. Language Arts growth is evident over two years at the elementary level and, although appears to not grow, middle school gains from 2024-2025 to 2025-2026 are clear. An inflated self-reflection score in the baseline skews scores and, as collaborative conversations occur during class visits, outcomes are much more reliable. Growth in middle school English Language Development observation outcomes is substantial.

As instruction occurs in the classroom, we must also be preparing students for the demands of an evolving global economy. Fostering creativity and critical thinking, promoting biliteracy, and equipping students with diverse skills and knowledge are reasons we have focused

on access to a broad range of courses and technology. These include a focus on staff to support implementation of programs and specific student groups, infrastructure, and technology devices to support students' learning in a supportive technological environment.

The district has developed a multitude of resources; however, not all families are aware of these resources or services accessible to them. In addition, school staff are not always informed of the strengths or immediate needs of families. Availability of staff and reliable/consistent structures to ensure 2-way communication have been deemed as critical to building knowledge about needs and meeting them. This is especially important to note as parent responses related to questions about being active partners and consulted for input on California Healthy Kids Surveys range between 60 and 65% at the four school sites indicating a necessity to continue to focus on communication structures and strategies to reach more families. The use of district surveys and walkthrough rubrics for assessment ensures that progress toward goals is regularly monitored, evaluated, and shared among an expanded group of stakeholders. This will allow a diverse group to provide input and inform data-driven decisions making adjustments to actions as needed. Grouping together items which are measured with local measures allows short term formative reviews of status as these priority areas are foundational to all of our work.

Analysis of key metrics further supports the decision to maintain all actions within Goal 1. The district sustained 100% access to standards-aligned instructional materials and maintained Exemplary facility ratings across all sites, indicating strong implementation of basic services. Student outcomes also demonstrated meaningful improvement over time, as Distance from Standard in mathematics decreased for All Students and six (6) out of six (6) student groups, and in English language arts for All Students and five (5) out of six (6) student groups. Additionally, chronic absenteeism declined significantly, reflecting increased student engagement and access to learning. Local measures showed growth in standards implementation and staff understanding of instructional practices, while also identifying variability across sites and content areas, indicating that full implementation has not yet been achieved. Given the support of Teachers on Special Assignment (TOSAs), instructional coaching, professional development, and a continued focus on standards alignment and assessment, the district experienced significant growth in English language arts, English language development, and mathematics, moving closer to meeting established goals, with growth also evident in science, although less pronounced. This work supported movement of staff out of the lowest performance bands; however, a large proportion of staff remain at the Full Awareness level in English language arts and mathematics, and a significant number continue to fall within the Developing level in science and social studies, as reflected in the data. For these reasons, all actions within Goal 1 will be maintained to sustain progress, strengthen implementation consistency, and ensure equitable outcomes for all student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers holding credentials/permits 1.1A: clear - fully credentialed 1.1B: out of field 1.1C: intern	2022-2023 1.1A: 79.3% 1.1B: 0.2% 1.1C: 6.6% 1.1D: 9.1% 1.1E. 4.8%	2022-2023 1.1A: 79.3% 1.1B: 0.2% 1.1C: 6.6% 1.1D: 9.1% 1.1E. 4.8%	2023-2024 1.1A: 75% 1.1B: 1.2% 1.1C: 3.9% 1.1D: 10.4% 1.1E. 9.5%	2025-26 1.1A: 90% 1.1B: 0 1.1C: 5% 1.1D: 5% 1.1E: 0	2023-2024 1.1A: -4.3 1.1B: 1 1.1C: -2.7 1.1D: 1.3 1.1E. 4.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1.1D: ineffective 1.1E incomplete Priority 1A- Basic Source: Assignment Monitoring Report CDE					
1.2	% of students with access to their own copies of standards-aligned instructional materials Priority 1B- Basic Source: Williams Textbook Review - Textbook Inventory	2023-24 100%	2024-2025 100%	2025-2026 100%	2026-27 100%	2025-2026 Maintained 100%
1.3	School Facilities Rating-level of repair (poor, fair, good, exemplary) 1.3A: SV 1.3B: BME 1.3C: ECR 1.3D: HD Priority 1C- Basic Source: Facilities Inspection Tool (FIT)	2023-24 1.3A: Exemplary 1.3B: Exemplary 1.3C: Exemplary 1.3D: Exemplary	2024-2025 1.3A: Exemplary 1.3B: Exemplary 1.3C: Exemplary 1.3D: Exemplary	2025-2026 1.3A: Exemplary 1.3B: Exemplary 1.3C: Exemplary 1.3D: Exemplary	2026-27 1.3A: Exemplary 1.3B: Exemplary 1.3C: Exemplary 1.3D: Exemplary	2025-2026 1.3A: Maintained Exemplary 1.3B: Maintained Exemplary 1.3C: Maintained Exemplary 1.3D: Maintained Exemplary
1.4	% of classroom observations demonstrating implementation of state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels (Emerging,	2023-24 1.4A: 79% Developing or higher 1.4B: 65% Developing or higher	2024-2025 1.4A: 81% Developing or higher 1.4B: 58% Developing or higher	2025-2026 1.4A: 81.25% Developing or higher 1.4B: 71% Developing or higher	2026-27 1.4A: 90% Developing or higher 1.4B: 85% Developing or higher	2025-2026 1.4A: +2.25% 1.4B: +6.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progressing, Developing, Full) measured in March 1.4A: Elementary average 1.4B: Middle school average Priority 2A- Implementation of Standards Source: Math Local Walkthrough rubric					
1.5	% of classroom observations demonstrating implementation of state academic standards in Language Arts as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full) measured in March 1.5A: Elementary average 1.5B: Middle school average Priority 2A- Implementation of Standards Source: WICOR/ELA Local Walkthrough rubric	2023-24 1.5A: 0% 1.5B: 0%	2024-2025 1.5A: 74% Developing or higher 1.5B: 75% Developing or higher	2025-2026 1.5A: 82.93% Developing or higher 1.5B: 55.78% Developing or higher	2026-27 1.5A: 70% Developing or higher 1.5B: 65% Developing or higher	2025-2026 1.5A: +8.93% from year 1 1.5B: -19.22% from year 1 FROM BASELINE: 1.5A: +82.93% 1.5B: +55.78%
1.6	% of classroom observations	2023-24	2024-2025	2025-2026	2026-27	2025-2026 1.6A: +0.32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	demonstrating implementation of state academic standards in ELD as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full) measured in March 1.6A: Elementary average 1.6B: Middle school Priority 2B- Implementation of Standards Source: Designated ELD Local Walkthrough rubric	1.6A: 81.5% Developing or higher 1.6B: 30% Developing or higher	1.6A: 86% Developing or higher 1.6B: 34% Developing or higher	1.6A: 81.82% Developing or higher 1.6B: 72.13% Developing or higher	1.6A: 90% Developing or higher 1.6B: 75% Developing or higher	1.6B: +42.13%
1.7	% of unduplicated students who received their first choice of an elective at the middle school 1.7A: Low Income 1.7B: English Learners 1.7C: Foster Priority 7A- Course Access The extent to which students have access to and are enrolled in a broad course of study. Source: AERIES	2023-24 1.7A: 0% new metric 1.7B: 0% new metric 1.7C: 0% new metric	2024-2025 1.7A: all students - 42% 1.7B: 0 -will begin 2025-2026 1.7C: 0-will begin 2025-2026	2025-2026 All Students 1st Choice: 81% 2nd Choice: 6% 3rd Choice: 2% 1.7A Did not disaggregate 1.7B Did not disaggregate 1.7C Did not disaggregate	2026-27 1.7A: 90% 1.7B: 90% 1.7C: 100%	2025-2026 1.7: +81% All students 1.7A: Did not disaggregate 1.7B: Did not disaggregate 1.7C: Did not disaggregate
1.8	Programs and services for Low income, English	2023-24 1.8A: 0% new metric	2024-2025	2025-2026 mid year	2026-27 1.8A: 100%	2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner, and foster youth Source: I-Ready/STAR/District intervention lists % of students identified as far-below standard who receive supplemental Tier 2 services 1.8A: Low Income 1.8B: English Learners 1.8C: Foster Priority 7B - Course Access	1.8B: 0% new metric 1.8C: 0% new metric	1.8A: 39% 3 below / 38% 2 below 1.8B: 36% 3 below / 45% 2 below 1.8C: 33% 3 below / NA 2 below 1.8D: Homeless: 55% 3 below /45% 2 below - establish baseline	1.8A: 19% 3 below / 30% 2 below 1.8B: 33% 3 below / 30% 2 below 1.8C: No students 3 levels below / 100% 2 below 1.8D: Homeless: 31% 3 below /25% 2 below	1.8B: 100% 1.8C: 100% 1.8D: 100%	1.8A: 19% 3 below / 30% 2 below 1.8B: 33% 3 below / 30% 2 below 1.8C: zero (0) 3 levels below / 100% 2 below 1.8D: 31% 3 below /25% 2 below
1.9	% of Students with Disabilities served inside the regular classroom for at least 80% of the school day. Priority 7C Programs and Services developed and provided to students with exceptional needs Source: Notification of Annual Determination from CDE	2023-24 54.07%	2023-24 62.1% May data from SIRUS pending state Notification of Annual	2025-2026 1.9 65.5% from SIRUS	2026-27 62%	2025-2026 1.9 +11.43
1.10	% of instructional staff reporting understanding and implementation of English Learner Program on a 5 point scale (Missing elements,	2023-24 1.10A: 71% Core or above 1.10B: 81% Core or above	2024-25 1.10A: 85.2% Core or above 1.10B: 84.1% Core or above	2025-26 1.10A: 79.1% Core or above 1.10B: 87% Core or above	2026-27 1.10A: 80% Core Plus 1.10B: 80% Core Plus	2025-26 1.10A: +8.1% core or above 1.10B: +6% core or above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Developing, Core, Core Plus, Exemplary) for each of the following areas: 1.10A: Defined Program 1.10B: Data 1.10C: Family Engagement/Communication 1.10D: Equity and Access 1.10E: Professional Learning 1.10F: State Standards Priority 2 - B Implementation of State Standards English Learner Program Metric Source: California State Standards Implementation Metric-English Learners	1.10C: 79% Core or above 1.10D: 77% Core or above 1.10E: 84% Core or above 1.10F: 80% Core or above	1.10C: 80.4% Core or above 1.10D: 80.1% Core or above 1.10E: 80.5% Core or above 1.10F: 84.6% Core or above	1.10C: 87.9% Core or above 1.10D: 84.7% Core or above 1.10E: 86.3% Core or above 1.10F: 87.1% Core or above	1.10C: 80% Core Plus 1.10D: 80% Core Plus 1.10E: 80% Core Plus 1.10F: 80% Core Plus	1.10C: +8.9% core or above 1.10D: +7.7% core or above 1.10E: +2.3% core or above 1.10F: +7.1% core or above
1.11	% of instructional staff reporting understanding and implementation of ELA on a 5 point scale (Initial, Developing, Full Awareness, Student Awareness, Full Implementation) for each of the following areas: 1.11A: Standards and Framework 1.11B: Planning 1.11C: Instruction	2023-24 1.11A: 81% Full Awareness or higher 1.11B: 81% Full Awareness or higher 1.11C: 76% Full Awareness or higher 1.11D: 72% Full Awareness or higher 1.11E: 77% Full Awareness or higher	2024-25 1.11A: 83% Full Awareness or higher 1.11B: 80% Full Awareness or higher 1.11C: 83% Full Awareness or higher 1.11D: 80% Full Awareness or higher	2025-26 1.11A: 91.6% Full Awareness or higher 1.11B: 85.1% Full Awareness or higher 1.11C: 83.3% Full Awareness or higher 1.11D: 92.6% Full Awareness or higher	2026-27 1.11A: 71% Student Awareness 1.11B: 81% Student Awareness 1.11C: 76% Student Awareness 1.11D 72% Student Awareness	2025-26 1.11A: +10.6% full awareness or higher 1.11B: +4.1% full awareness or higher 1.11C: +7.3% full awareness or higher 1.11D: +20.6% full awareness or higher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1.11D: Formative Assessment 1.11E: Summative Assessments Priority 2 - A Implementation of State Standards ELA Source: California State Standards Implementation Metric-ELA conducted in April		1.11E: 82% Full Awareness or higher	1.11E: 96.3 % Full Awareness or higher	1.11E: 77% Student Awareness	1.11E: +19.3% full awareness or higher
1.12	% of instructional staff reporting understanding and implementation of Math on a 5 point scale (Initial, Developing, Full Awareness, Student Awareness, Full Implementation) for each of the following areas: 1.12A: Standards and Framework 1.12B: Planning 1.12C: Instruction 1.12D: Addressing Math Practices 1.12E: Summative and Formative Assessments Priority 2 - A Implementation of State Standards English Math Source: California State Standards	2023-24 1.12A: 77% Full Awareness or higher 1.12B: 77% Full Awareness or higher 1.12C: 85% Full Awareness or higher 1.12D: 74% Full Awareness or higher 1.12E: 67% Full Awareness or higher	2024-25 1.12A: 79% Full Awareness or higher 1.12B: 79% Full Awareness or higher 1.12C: 87% Full Awareness or higher 1.12D: 81% Full Awareness or higher 1.12E: 85% Full Awareness or higher	2025-26 1.12A: 91.5 % Full Awareness or higher 1.12B: 91.5% Full Awareness or higher 1.12C: 93.4% Full Awareness or higher 1.12D: 86.8% Full Awareness or higher 1.12E: 92.4% Full Awareness or higher	2026-27 1.12A: 90% Student Awareness 1.12B: 90% Student Awareness 1.12C: 90% Student Awareness 1.13D: 90% Student Awareness 1.12E: 90% Student Awareness	2025-26 1.12A: +14.5% full awareness or higher 1.12B: +14.5% full awareness or higher 1.12C: +8.4% full awareness or higher 1.12D: +12.8% full awareness or higher 1.12E: +25.4% full awareness or higher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation Metric - Math :					
1.13	% of instructional staff reporting understanding and implementation of Science on a 5 point scale (Initial, Developing, Full Awareness, Student Awareness, Full Implementation) for each of the following areas: 1.13A: Standards and Framework 1.13B: Planning 1.13C: Instruction 1.13D: Summative and Formative Assessments Priority 2 - A Implementation of State Standards Science Source: California State Standards Implementation Metric-Science conducted in April	2023-24 1.13A: 39% Full Awareness of higher 1.13B: 37% Full Awareness or higher 1.13C: 38% Full Awareness or higher 1.13D: 33% Full Awareness or higher	2024-25 1.13A: 45% Full Awareness of higher 1.13B: 38% Full Awareness or higher 1.13C: 42% Full Awareness or higher 1.13D: 38% Full Awareness or higher	2025-26 1.13A: 52% Full Awareness of higher 1.13B: 47% Full Awareness or higher 1.13C: 42% Full Awareness or higher 1.13D: 36% Full Awareness or higher	2026-27 1.13A: 75% Full Awareness or higher 1.13B: 75% Full Awareness or higher 1.13C: 75% Full Awareness or higher 1.13D: 75% Full Awareness or higher	2025-26 1.13A: +13% full awareness or higher 1.13B: +10% full awareness or higher 1.13C: +4% full awareness or higher 1.13D: +3% full awareness or higher
1.14	% of instructional staff reporting understanding and implementation of Social Studies/History on a 5 point scale (Initial, Developing, Full Awareness, Student Awareness, Full	2023-24 1.14A: 39% Full Awareness or higher 1.14B: 37% Full Awareness or higher 1.14C: 38% Full Awareness or higher 1.14D: 33% Full Awareness or higher	2024-25 1.14A: 48 % Full Awareness or higher 1.14B: 45% Full Awareness or higher	2025-26 1.14A: 23% Full Awareness or higher 1.14B: 39% Full Awareness or higher	2026-27 1.14A: 75% Full Awareness or higher 1.14B 75% Full Awareness or higher	2025-26 1.14A: -16% full awareness or higher 1.14B: +2% full awareness or higher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation) for each of the following areas: 1.14A: Standards and Framework 1.14B: Planning 1.14C: Instruction 1.14D: Summative and Formative Assessments Priority 2 - A Implementation of State Standards Social Studies/History Source: California State Standards Implementation Metric-Social Studies/History conducted in April		1.14C: 52% Full Awareness or higher 1.14D: 45% Full Awareness or higher	1.14C: 40.1% Full Awareness or higher 1.14D: 34.7% Full Awareness or higher	1.14C: 75% Full Awareness or higher 1.14D: 75% Full Awareness or higher	1.14C: +2.1% full awareness or higher 1.14D: +1.7% full awareness or higher
1.15	Distance from Standard for student groups in math: 1.15A: All students 1.15B: English Learners 1.15C: Homeless 1.15D: Socio-economic disadvantaged 1.15E: Students with disabilities 1.15F: Hispanic 1.15G: White Priority 4A: Student Achievement Source: California Dashboard Math	2022-23 1.15A: (-96) Red 1.15B: (-106.8) Red 1.15C: (-100.1) Orange 1.15D: (-98) Red 1.15E: (-164.1) Red 1.15F: (-95.9) Red 1.15G: (-80.5) Yellow	2023-2024 1.15A: (-85.6) Yellow- Low 1.15B: (-92.9) Yellow- Low 1.15C: (-112) Red-Very Low 1.15D: (-87.1) Yellow-Low 1.15E: (-150.5) Orange- Very Low 1.15F: (-84.9) Yellow- Low 1.15G: (-115.1) Red- Very Low 1.15H: LTEL (-127.5) Orange-Very Low establish baseline	2024-2025 1.15A: (-76.4) Yellow- Low 1.15B: (-86.2) Yellow- Low 1.15C: (-81.8) Yellow- Low 1.15D: (-79.1) Yellow-Low 1.15E: (-140.1) Orange- Very Low 1.15F: (-76.8) Yellow- Low 1.15G: (-65.2) Yellow- Low 1.15H: LTEL (-123.4) Orange-Very Low	2025-26 1.15A: (-51) *Yellow Increase Significantly +51/Status Low 1.15B: (-61.8) *Yellow Increase Significantly +45/Status Low 1.15C: (-51) *Yellow Increase Significantly +50/Status Low 1.15D: (-51) *Yellow Increase Significantly	From 2022-2023 to 2024-2025 1.15A: +19.6 1.15B: +20.6 1.15C: +18.3 1.15D: +18.9 1.15E: +24 1.15F: +19.1 1.15G: +15.3 1.15H: LTEL +4.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					+47/Status Low 1.15E: (-90) *Yellow Increase Significantly +74.1/Status Low 1.15F: (-50.9) *Yellow Increase Significantly +45/Status Low 1.15G: (-35.5) Yellow Increase Significantly +45/Status Low 1.15H: LTEL (-92.9) *Yellow Increase	
1.16	Distance from Standard for student groups in language arts: 1.16A: All students 1.16B: English Learners 1.16C: Homeless 1.16D: Socio-economic disadvantaged 1.16E: Students with disabilities 1.16F: Hispanic 1.16G: White Priority 4A: Student Achievement Source: California Dashboard ELA	2022-23 1.16A: (-62) Orange 1.16B: (-76.1) Red 1.16C: (-87.3)Orange 1.16D: (-64.4)Orange 1.16E: (-136.1) Orange 1.16F: (-61.9) Orange 1.16G: (-61.9) Orange	2024-2025 1.16A: (-57.3) Yellow- Low 1.16B: (-68.5) Yellow- Low 1.16C: (-84.9) Red- Very Low 1.16D: (-59.5) Yellow- Low 1.16E: (-128.8) Orange- Very Low 1.16F: (-56.9) Yellow- Low 1.16G: (-73.8) no color assign	2024-2025 1.16A: (-50.2) Yellow- Low 1.16B: (-60.5) Yellow- Low 1.16C: (-59.9) Yellow-Low 1.16D: (-53.0) Yellow- Low 1.16E: (-117.5) Orange- Very Low 1.16F: (-50) Yellow- Low 1.16G: (63.7) no color assign	2025-26 1.16A: (-42) Decrease of 20 1.16B: (-46.1) Decrease of 30 1.16C: (-47.3) Decrease of 40 1.16D: (-64.4) Decrease of 20 1.16E: (-76.1) Decrease of 60 1.16F: (-41.9) Decrease of 20 1.16G: (-41.9) Decrease of 20 1.16 H: LTEL (-68.5)	From 2022-2023 to 2024-2025 1.16A: +11.8 1.16B: +15.6 1.16C: +27.4 1.16D: +11.4 1.16E: +18.6 1.16F: +11.9 1.16G: -1.8 1.16H: LTEL +10.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1.16H: LTEL (-86.4) Orange- Very Low establish baseline	1.16H: LTEL (-75.6) Orange- Very Low	Decrease of 17.9	
1.17	% of students identified with chronic absenteeism 1.17A: Homeless 1.17B: African American 1.17C: White 1.17D: All Students 1.17E: English Learners 1.17F: Foster Youth 1.17G: Hispanic 1.17H: Socioeconomically Disadvantaged 1.17I: Students with Disabilities Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	2022-23 RED 1.17A: 42.3% increase 0.5% ORANGE 1.17B: 64.1% declined 10.3% 1.17C: 35.3% declined 9.4% YELLOW 1.17D: 24.6% declined 9% 1.17E: 21.1% declined 8.7% 1.17F: 16.7% declined 10.6% 1.17G: 23.8% declined 8% 1.17H: 25% declined 8.9% 1.17I: 31.6% declined 9.1%	2023-2024 1.17A: 29.7% Orange- Very High 1.17B: 22.2% -no color assigned 1.17C: 33.3%- Very High Orange 1.17D: 18.9% Yellow- High 1.17E: 16.3% Yellow- High 1.17F: 15.4% Yellow- High 1.17G: 18.3% - High 1.17H: 19.4% Yellow- High 1.17I: 26.6% Yellow- High 1.17J: LTEL16.5% Yellow- High establish baseline	2024-2025 1.17A: 19.1% Yellow- High 1.17B: 14.3% -no color assigned 1.17C: 18.8%- Yellow- High 1.17D: 13.6% Yellow- High 1.17E: 11.2% Yellow- High 1.17F: 31.0% Red- Very High 1.17G: 13.3% Yellow-High 1.17H: 14.0% Yellow- High 1.17I: 21.2% Yellow- Very High 1.17J: LTEL13.0% Yellow- High	2025-26 1.17A: 9% *Green -Decline Significantly -33.3%/Status Medium 1.17B: 9% *Green -Decline Significantly -55.1%/Status Medium 1.17C: 9% *Green - Decline Significantly -26.3% /Status Medium 1.17D: 9% *Green -Decline Significantly -15.6%/Status Medium 1.17E: 9% *Green - Decline Significantly -11.1%/Status Medium 1.17F: 9%	From 2022-2023 to 2024-2025 1.17A: -23.2% 1.17B: -49.8% 1.17C: -16.5% 1.17D: -11% 1.17E: -9.9% 1.17F: +14.3% 1.17G: -10.5% 1.17H: -11% 1.17I: -10.4% 1.17J: LTEL -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					*Green -Decline - 7.7%/Status Medium 1.17G: 9% *Green - Decline Significantly - 14.8%/Status Medium 1.17H: 9% *Green - Decline Significantly - 16%/Status Medium 1.17I: Students with Disabilities 9% *Green -Decline Significantly - 22.6%/Status Medium 1.17J: LTEL 9% *Green Decline-7.5%	
1.18	% of Staff indicating "Developing" or higher based on five point scale (Pre-initiating, Initiating, Implementing, Developing, Sustaining) on the Professional Learning Community (PLC) Survey.	2023 PLC Survey: 1.18A: 71.9% 1.18B: 66.7% 1.18C: 73.3% 1.18D: 71.9% 1.18E: 69.6% 1.18F: 70.4% 1.18G: 68.1% 1.18H: 68.9% 1.18I: 71.1%	2024 PLC Survey 1.18A: 66.7% 1.18B: 63.5% 1.18C: 73% 1.18D: 69.2% 1.18E: 71.8% 1.18F: 74.4% 1.18G: 83.3% 1.18H: 70.5% 1.18I: 71.8%	2025 PLC Survey 1.18A: 78% 1.18B: 72.2% 1.18C: 80% 1.18D: 80% 1.18E: 83% 1.18F: 82.5% 1.18G: 82.5% 1.18H: 81% 1.18I: 74.6%	March 2027 90% Developing or higer (Levels 3 and above on the five point rubric-Pre-initiating, Initiating, Implementing, Developing, Sustaining)	1.18A: +6.1% 1.18B: +5.5% 1.18C: +6.7% 1.18D: +8.1% 1.18E: +13.4% 1.18F: +12.1% 1.18G: +14.4% 1.18H: +12.1% 1.18I: +3.5% 1.18J: +11.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1.18A: Communicating Priorities 1.18B: Communicating Priorities through Action 1.18C: Shared Mission 1.18D: Shared Vision 1.18E: Shared Values 1.18F: Common School Goals 1.18G: Work Interdependently 1.18H: Honoring Commitments 1.18I: Utilizing SMART Goals 1.18J: Clarifying What Students Must Learn 1.18K: Turning Data Into Information 1.18L: Clarifying Criteria 1.18M: Common Formative Assessment 1.18N: Providing Students with Systemic Intervention and Extensions 1.18O: Retaining Veteran Staff Members 1.18P: Responding To Conflict 1.18Q: Implementing the PLC Process Districtwide	1.18J: 74.1% 1.18K: 69.6% 1.18L: 69.6% 1.18M: 69.6% 1.18N: 64.4% 1.18O: 57% 1.18P: 56.3% 1.18Q: 56.3%	1.18J: 78.8% 1.18K: 69.9% 1.18L: 75.6% 1.18M: 80.1% 1.18N: 65.4% 1.18O: 42.3% 1.18P: 53.2% 1.18Q: 56.4%	1.18J: 85.7% 1.18K: 73% 1.18L: 82.5% 1.18M: 85.7% 1.18N: 72.2% 1.18O: 56.3% 1.18P: 62.7% 1.18Q: 63.5%		1.18K: +3.4% 1.18L: +15.9% 1.18M: +16.1% 1.18N: +7.8% 1.18O: -0.7% 1.18P: +6.4% 1.18Q: +7.2%
1.19	Average weekly usage (minutes) of personalize instruction as reported	Baseline set in Year 1 1.19A: Math 19 Kinder 1.19B: Math 24 1st Grade	1.19A: Math 19 Kinder 1.19B: Math 24 1st Grade	1.19A: Math 20 Kinder 1.19B: Math 25 1st Grade	1.19A: Math 38 Kinder 1.19B: Math 38 1st Grade	1.19A: Math +1 Kinder 1.19B: Math +1 1st Grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by I-Ready End Of Year Report 1.19A: Math Kinder 1.19B: Math 1st Grade 1.19C: Reading Kinder 1.19D: Reading 1st Grade	1.19C: Reading 23 Kinder 1.19D: Reading 31 1st Grade	1.19C: Reading 23 Kinder 1.19D: Reading 31 1st Grade	1.19C: Reading 25 Kinder 1.19D: Reading 25 1st Grade	1.19C: Reading 38 Kinder 1.19D: Reading 38 1st Grade	1.19C: Reading +2 Kinder 1.19D: Reading -6 1st Grade

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 1 was carried out with a high level of implementation fidelity and continued focus on maintaining foundational conditions for learning through staffing, professional development, instructional support, family resource services, enrichment access, facilities, and technology. The district sustained full implementation of actions related to instructional support personnel, standards implementation, communication systems, family supports, and broad course access while making refinements based on staffing patterns, student needs, and local data. This work corresponded with continued academic gains, including districtwide improvement in mathematics and English language arts and continued progress in local walkthrough measures, while maintaining 100% access to standards-aligned materials and Exemplary facility ratings at all sites.

Actions 1.1–1.3: Personnel supports, district program personnel, and standards implementation were implemented largely as planned. Mentoring, induction, and professional learning continued for new and developing teachers, including supports through Kern County Superintendent of Schools and CSU residency pathways. Teachers on Special Assignment, academic coaches, and district program personnel continued to support curriculum alignment, walkthroughs, data analysis, and Professional Learning Team implementation. Successes included movement of staff out of internship and induction levels and improved instructional consistency as reflected in local walkthrough growth. Challenges included variation in PLT implementation and classroom observations across and within sites and the need to address the lowest markers on the PLC survey and Butte County Instructional Survey as results differ across sites. Action 1.2 was significantly impacted by long term absence/unfilled position of Supervisor II positions required shifting of duties to district leadership. To avoid further disruption, duties were assumed by the Superintendent, Assistant Superintendent, various office staff, and Teachers on Special Assignment.

Actions 1.4–1.5: Family Resource Center and foster/homeless supports were implemented as planned and continued to provide wraparound supports, case management, and access to resources for families. These actions were successful in supporting student access to school and intervention, including case management for foster youth and supports for students experiencing housing instability. The district has identified an ongoing need to ensure earlier identification of students and quicker deployment of services. Chronic absenteeism declined for homeless students, however increased for foster.

Actions 1.6–1.8: Broad course of study, facilities, and technology were implemented with minor refinements. Enrichment access was maintained and expanded, including continued AVID, art, and music access and adjustments to electives including the addition of drama and weightlifting based on stakeholder feedback. Elementary PE teachers focused on strength, lifelong sports, health, and items related to the Physical Fitness Testing. Facility actions maintained Exemplary ratings at all sites, and technology infrastructure continued to be supported, with refinements toward a more strategic Chromebook replacement and redistribution plan. A substantive refinement for Action 1.8 was the addition of Chromebook purchases to expand access in Kindergarten and 1st Grade in response to i-Ready usage, educational partner input, and learning recovery needs which did not prove successful and will be modified for 2026-2027. Challenges included initial difficulty locating a credentialed teacher and the continuously unfilled elementary music teacher for the Sierra Vista position after an unsuccessful candidate application. Other areas include student choices for electives which don't necessarily align with staff availability during particular periods at the middle school, aging facilities, and the need to align device access more closely to actual instructional use.

Overall, Goal 1 was carried out successfully, with substantive implementation of all major actions and only minor refinements in staffing deployment, metrics, and technology allocation. Successes included improved credentialing levels, maintained basic services, increased instructional consistency, and strong local implementation data. Challenges include retaining and hiring single subject and specialized credential staff and ensuring all students identified as most in need receive the full intensity of supplemental support. Related to standards implementation identified challenges included the ongoing need to deepen implementation of standards-aligned instruction for all teachers, to decrease variability in implementation across classrooms and sites, and the continued need to strengthen integration of ELD, science and history/social science instruction following the district’s intensive focus on ELA and mathematics.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1: Costs were less due to dual conference costs going into next year due to timing at the end of June and stipends are less as Dual classes were combined or discontinued due to decreasing enrollment.
Action 1.2: Overall costs were higher than initially noted with the addition of both state and federal funds which support this goal. LCAP costs were lower than estimated due to not filling a Supervisor II position.
Action 1.3: Costs were higher than initially noted with the addition of federal funds which support this goal. LCAP costs were lower as framework training was moved to Action 108.
Action 1.4: No significant change to LCAP funds. Costs overall were less with less than anticipated staff completing Parent Teacher Home visit stipends from Community Schools and SBHIP Wellness building final costs being less than budgeted.
Action 1.5: LCAP costs less than expected due to fewer needs of foster students enrolled.
Action 1.6: Costs less than budgeted as the district was unable to fill the music teacher position at Sierra Vista and supplies purchased were less than budgeted.
Action 1.7: Costs as budgeted.
Action 1.8: A significant material difference is noted as funds were placed here for Chromebook replacement and expansion to lower grades moving to a 2 to 1 per input. With declining enrollment, computers able to be pulled from labs, and a decision due to lack of use to a non-sustainable 2 to 1 costs were lower than budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 1 have been effective in strengthening basic services and instructional systems resulting in measurable academic growth across multiple student groups, while also identifying continued needs among Students with Disabilities and English Learners. Evidence of effectiveness is demonstrated through improvements in Distance From Standard (DFS) in Mathematics and English Language Arts, improved attendance outcomes connected to student supports, and continued compliance with Basic Services indicators. These outcomes indicate investments in staffing, professional learning, instructional systems, and student supports are contributing to improved student outcomes.

ACTIONS 1.1–1.3
Personnel Supports, Instructional Leadership, and Standards Implementation
Metrics: Distance From Standard (ELA/Math), credentialed teachers, walkthrough implementation levels
These actions focused on staffing stability, professional development, instructional coaching, and implementation of standards to strengthen Tier 1 instruction. These actions have demonstrated effectiveness as evidenced by measurable academic improvement across multiple Dashboard indicators. Additional evidence of effectiveness includes increased numbers of staff retained in the district and moving out of induction with a decrease from 27 to 18 who will be funded for the 2026-2027 school year and inclusion of students with disabilities in general education settings for at least 80% of the instructional day, reflecting progress toward least restrictive environment goals supported through staff funded under these actions. (1.1 Teacher Credentialing)

Mathematics Outcomes (Metric 1.15)
District Math improved +9.1 (Red to Yellow from baseline)
Students with Disabilities improved +10.4 (Red to Orange from baseline)
English Learners improved +6.7 (Red to Yellow from baseline)
Hispanic students improved +8.1 (Red to Yellow from baseline)
Low income students improved +8.1 (Red to Yellow from baseline)
Long-term English Learners improved +4.1 (Red to Orange from baseline)

Strengths identified:
Growth since the baseline is evident for 8 of 8 student groups ranging from 15.3 to 34.6 points increase. For "all students" this was 19.6 points increased.
Strongest growth occurred among:
Students with Disabilities (largest DFS gain)
Hispanic students
Socioeconomically disadvantaged students
English Learners
Implementation Progress: All areas of mathematics implementation as measured by the Butte County Survey increased in 2025-2026 (1.12 Implementation of Math)
Implementation Progress for 1.4 Classroom Observations: Math Elementary and Math Middle School both increased showing improvement.

Concerns:

Despite growth, all groups remain below standard indicating continued need for instructional improvement.

English Language Arts Outcomes (Metric 1.16)
District ELA improved +4.7 (Red to Yellow from baseline)
English Learners improved +8
Students with Disabilities improved +11.3

Strengths identified:
Growth since the baseline is evident for 7 of 8 student groups ranging from 10.8 to 27.4 increase. For "all students" this was an 11.8 points increase.
Students with Disabilities demonstrated strongest improvement in ELA
English Learners showed significant improvement toward standard
Implementation Progress: All areas of language arts implementation as measured by the Butte County Survey increased in 2025-2026 (1.11 Implementation of ELA)
Implementation Progress for 1.4 Classroom Observations: ELA Elementary increased showing improvement and ELA Middle School decreased with noted gaps in moving to full implementation.

Concerns identified:
The white student group was the only student group increased the distance from standard since the baseline for a total of 1.8 points.
Despite growth, Students with Disabilities groups reverted to Red indicating inconsistency
Continued need for differentiation and intervention refinement

Instructional Practice Outcomes (Metric 1.4 and 1.5)
Walkthrough data showed measurable improvement toward Levels 3 and 4 on district instructional rubrics, demonstrating improved lesson preparation, alignment to standards, and use of formative assessment practices. Walkthroughs measured the percentage of lessons viewed at developing or above on a 4 point rubric. Increases of 8.93% from baseline in elementary and 9.22 at the middle school after an inflated first year score in language arts. Math increased 0.32% at the elementary and 42.13% at the middle school.

Implementation of state standards survey question responses (Metric 1.6) in ELD increased in all areas with a range of 2.3 to 8.9% stating core or above on the rubric since the baseline. Math increased in all 5 areas ranging from 5 to 25.4% from baseline and ELA also increased in all 5 measured areas with a range of 4.1 to 20.6% increase in knowledge/awareness/implementation.
Educational partner feedback confirmed:
Coaches and TOSAs improved instructional consistency
PLTs strengthened data discussions
Professional development improved teacher confidence
Implementation Progress for 1.4 Classroom Observations: ELD Elementary decreased in both designated and integrated with noted gaps in moving to full implementation. ELD Middle School increased in both designated and integrated with improvements noted moving toward full implementation.

(Metric 1.17)
Additionally, chronic absenteeism dropped significantly for the second year with 7 groups declining a range of 9.9 to 49.8% since baseline. A challenge is that foster students increasing significantly at 14.3%.

Effectiveness Determination:
These actions are considered effective as demonstrated by measurable DFS growth across multiple student groups and improved instructional implementation. Continued refinement is needed to strengthen differentiation and improve outcomes for Students with Disabilities and English Learners.

ACTIONS 1.4–1.5
Family Resource Center and Foster/Homeless Supports
Metrics: Chronic absenteeism, attendance trends
These actions focused on reducing barriers to learning through family support services and targeted supports for foster and homeless youth.

Attendance Outcomes (Metric 1.17)
Overall this group had a 14.3% increase. Overall chronic absenteeism has had an 11% decrease for all students since baseline with a range of 9.9% to 49.8% decrease.
Homeless student performance:
Improved from Red to Yellow

Strengths identified:
Significant reduction in chronic absenteeism
Improved engagement of homeless students
Increased use of Family Resource Center services

Concerns identified:
Continued need to strengthen early identification of high-need students as foster student attendance and outcomes were affected significantly this past year.

Effectiveness Determination:
These actions are considered highly effective as demonstrated by significant reduction in chronic absenteeism and improved attendance outcomes among vulnerable student groups.

ACTIONS 1.6 and 1.8
Broad Course of Study and Technology Access
Metrics 1.4, 1.5,1.15, 1.16, and 1.17 have been addressed above.

Metrics: Academic access indicators, i-Ready monitoring, enrichment access
These actions focused on supporting engagement and learning recovery through enrichment programs and technology access.

With an Unduplicated count of 95.3%, 87% of all students received their first or second choice of elective.

1.19 I-Ready usage: Although the district plan was to buy computers to support increasing student use of I-Ready, the purchase of the computers did not lead to the expected increases, which was not substantiated by I-Ready usage data. This leads to modifying the action step.

2024-2025 district LREBG needs assessment identified:
31% of elementary students three or more grade levels below in reading
22% three or more grade levels below in math
27% of middle school students needing urgent reading intervention
18% needing urgent math intervention

Implementation Outcomes:
Technology monitoring included:
Increased monitoring of i-Ready instructional minutes
Focus on achieving 30–49 minutes weekly usage

Strengths identified:
Technology supports personalized learning
Enrichment programs support engagement
Monitoring systems now tied to measurable usage expectations

Concerns identified:
Large percentages of students still significantly below grade level
Continued need for expanded intervention access
Physical Fitness Testing outcomes have declined and are of great concern as dedicated staff are hired to focus on fitness standards. Increased expectations, monitoring, and data gathering will be scheduled along with professional development.

Effectiveness Determination:
These actions are considered effective and necessary as they directly address identified academic gaps and provide measurable systems for monitoring student progress.

ACTION 1.7
Facilities, Materials, and Operational Supports
Metrics: Williams compliance, teacher credentialing
These actions focused on maintaining strong basic services supporting instructional delivery.

Metrics 1.15, 1.16, and 1.17 have been addressed above.

Year 2 Outcomes:
100% Williams compliance
Standards-aligned instructional materials
Proper teacher credentialing and assignments
Safe and functional facilities

Effectiveness Determination:
These actions are considered effective as the district continues to meet all Basic Services indicators necessary to support instructional improvement.

Overall Effectiveness Determination for Goal 1
Overall, Goal 1 actions have been effective in producing measurable academic improvement and maintaining strong foundational learning conditions.

Student Groups Showing Strong Growth:
Students with Disabilities improved (+10.4 Math / +11.3 ELA)
English Learners improved (+6.7 Math/ +8 ELA)
Hispanic students improved (+8.1 Math)
Socioeconomically disadvantaged improved (+8.1 Math)

Student Groups Remaining Areas of Concern:
Students with Disabilities (inconsistent ELA performance)
English Learners (continued below standard)
Students significantly below grade level in foundational skills

Measurable Growth Indicators:
Math improved +9.1
ELA improved +4.7
Chronic absenteeism reduced 24.6% ? 13.6%
Homeless student attendance improved Red to Yellow

Final Effectiveness Determination:
Based on Year 2 outcomes compared to baseline data, Goal 1 actions are considered effective, particularly in improving academic outcomes and attendance. Continued refinement will focus on accelerating progress for Students with Disabilities and English Learners and addressing foundational literacy and math gaps.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the overall goal as data indicates continued progress in academic outcomes and maintenance of Basic Services indicators.

ACTIONS AND RELATED COSTS
Action 1.1 (Staffing and teacher support)
No programmatic changes as increases in student outcomes and survey results show the effectiveness. Expenditures were adjusted to reflect a decrease in costs due to less staff requiring induction services which decreases mentor costs and payments to KCSOS. Additionally, there are fewer Dual Immersion classes due to declining enrollment and less students enrolled resulting in a decrease of stipends required. Costs include increases in salaries due to raises retroactive in 2025-2026 and increases to benefit costs.

Action 1.2 (Professional learning and mentoring)
Staff positions continue with the exception of reverting the Supervisor II of Curriculum and Instruction to the Director position funded prior to 2024-2025 school year. Costs include increases in salaries due to raises retroactive in 2025-2026 and increases to benefit costs along with the difference in salary of a Supervisor to a Director equal to the 10 extra days worked.

Action 1.3 (Instructional coaching and PLTs)
Based on positive academic growth, this action will continue with refinement of data analysis practices, a focus on differentiation, and support for students with disabilities. An increase in costs budgeted for standards alignment particular to the new math adoption, ELA CAASPP gaps, science, and social studies based needs identified with Butte County data. Costs include increases in salaries due to raises retroactive in 2025-2026 and increases to benefit costs.

Action 1.4 (Family Resource Center)
No programmatic changes were made to LCAP funded personnel due to strong educational partner support. Non-personnel items continue in this action step as a sharing closet and pantry were initiated in 2025-2026 through community schools funding to provide supplies to families.
Minor refinements include:
Continued focus on foster and homeless youth early identification upon enrollment supported by secretary identification.
Continued expansion of family supports supported by outreach from funded staff with an increased presence at the school sites.
Costs include increases in salaries due to raises retroactive in 2025-2026 and increases to benefit costs.
Community school supports will be modified with continued input from the Parent Engagement Committees. Costs have decreased from the previous year as SBHIP grant funds were fully expended and completed construction of the new Behavioral Health and Wellness Center. This results in a decrease of overall costs.

Action 1.5 (Foster supports)
Refinement includes increased emphasis on early identification of foster youth based on Dashboard attendance concerns. No change to budget.

Action 1.6 (Broad course of study)

No changes made to planned personnel or program implementation due to strong student engagement feedback. regarding electives, arts, music, and science programs. Recruitment for the vacant Sierra Vista position and has been successful. Costs include increases in salaries due to raises retroactive in 2025-2026 and increases to benefit costs. Budgeted costs set aside for materials continue to focus on PLTW, Interactive Science, Band, Art, PE, Dual Immersion, AVID, and Drama. Related professional development and planning sessions will be funded to support student attainment of content standards and maintain high interest opportunities. Costs include increases in salaries due to raises retroactive in 2025-2026 and increases to benefit costs. The district has applied and received a waiver for Prop 28 funds for materials which were not expended during the initial allocation. Waiver funds are not included in this action step.

Action 1.7 (Facilities and materials)
No changes made. District continues to meet Williams requirements. Costs include increases in salaries due to raises retroactive in 2025-2026 and increases to benefit costs.

Action 1.8 (Technology access)
Although educator input suggested expanding 2 to 1 computers to allow implementation of i-Ready at home, usage rates and completion do not support continuing this. Additionally, the district will be transitioning from i-ready math to SAVVAS math success-maker expected to be implemented during class time. TK, Kinder, and First Grade students will be modified to 1 to 1 computers for use in the classroom while grades 2-6 remain 2 to 1. The suggestion to implement 2 to 1 for 7th grade was not implemented and will not begin although supplemental Chromebooks will be available at the site when students don't bring their machines. Costs for technology include additional equipment to support additional staff funded with LCAP funds and to continue a cycle of replacement machines, infrastructure, and safety protocols for students throughout the district. LREGB funds budgeted in 2025-2026 were transferred to LCAP carryover and will not be utilized for expansion in this area due to lack of impact for cost in 2026-2027. Funds were increased for 2026-2027 due to the substantial increase in costs for devices due to the shortage of chips and memory storage occurring around the world at this time.

METRICS
Metric 1.7 was modified for the 2024-2025 and 2025-2026 school year as data was not collected relative to student groups A, B, and C. Only "all students" data was available. Gathering this data has proven very difficult and has been reconsidered in terms of student group identification and will continue to be a summary view for the 2026-2027 school year.

Metric 1.9 does not have available state data so a local indicator (SIRUS report) was utilized and will continue to show current progress.

SUMMARY
Based on analysis of implementation and student outcome data, the district determined that the overall structure and focus of Goal 1 remains appropriate and no substantive changes were made to the goal itself. Data demonstrates that current actions are producing measurable improvements in Mathematics and English Language Arts performance as well as improvements in attendance and learning conditions. A significant concern continues with English Language Development outcomes and Physical Fitness. As a result, the district will continue

implementation of the existing actions with refinements focused on strengthening consistency and addressing persistent performance gaps rather than introducing new initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personnel support staff and training	Continuity of instruction is supported by well-prepared staff who have mastery of, or have received training targeted on strategies to support district unduplicated student needs. Attracting staff who are empathetic and are committed to serving our community demographics and then retaining them is critical. Providing district support staff to accomplish this task is the purpose of this action step with the goal of attracting and retaining staff in a highly competitive market and with many options in the larger municipal area of Bakersfield. The LCAP funded one District Human Resources Director, working directly with district and program administrators focuses on ensuring appropriately credentialed staff and supporting an inclusive environment working with Teachers on Special Assignment (TOSAS) LCAP funded action (1.3) to ensure development of a well-trained staff as our status as a rural district makes it extremely difficult to fill positions at all levels. Continuing current efforts is expected to maintain our rate of zero mis-assignments. Numbers for budgeting include decreasing from 27 to 21 Induction Mentors and continuing with 5 Intern Mentors provide direct guidance for provisional teachers to support moving through the credentialing process with costs including LCAP funded stipends and trainings. Their work is supported by a contract with Kern County Superintendent of Schools support services providing Induction and Mentor guidance and workshops. Decreasing from 41 to 36 Dual Immersion stipends to promote retention of staff with Bilingual Certification and training/ professional development to promote successful implementation of the district's Dual Immersion program which currently serves approximately 1/3 of our population and beginning with the 2025-2026 school year was expanded to the middle school. Costs also include an additional day of paid professional development for estimated 36 Dual Immersion staff as well as conference	$550,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and travel costs for a conference specifically focused on Biliteracy - expecting to send approximately 6 staff members pending costs. Teacher Residency program: "Cultivando Maestros" preparation pathway for certification to instruction in Dual Immersion in coordination with California State University, Bakersfield. Costs to include 3 mentor stipends. Supplies to support staff and to promote appreciation, recognition and retention in their positions.		
1.2	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	The Director of Curriculum, Instruction, and Assessment, Director of Student Services (funded Special Education), Supervisor II of Early Childhood Education, Vice Principals at all sites (4), and Dean at Haven Drive will be charged with ensuring quality functional learning environments, leading Common Core implementation, professional development, and coaching for instructional staff, since our data shows the majority of our student groups are performing in the very low or low performance levels on state assessment for English Language Arts and Math. Additionally, one Certificated Technology staff member and 4 Classified Technology staff members will ensure functionality/access to district technology and data systems leading to 21st Century skills and utilization of 1 to 1 technology in all classrooms to ensure support for disaggregating data that will further enhance student academic achievement.	$2,079,636.41	Yes
1.3	Staff to support implementation of standards	Four district Teachers on Special Assignment and four Academic Coaches (one at each site) will facilitate professional development and accessibility of data for groups, coaching for grade levels, and 1 on 1 targeted support for certificated and classified staff to support all students but specifically the English Learners, foster, socioeconomically disadvantaged, and special education students as their academic achievement falls below that of all students on Distance From Standard in Language Arts and Math and CAASPP Meeting or Exceeding Standard based on 2022-2023 Assessment Data.	$1,650,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		An equity TOSA (totaling 5 TOSAs) will support district and site staff use of data and strategy implementation within Professional Learning Teams, MTSS structures, and parent engagement to support student attainment of standards mastery with a focus on ensuring data for all student groups is available and utilized to address needs. Substitutes or overtime to facilitate training related to framework implementation		
1.4	Family Resource Center to meet basic needs	The Family Resource Center is essential for meeting diverse needs, promoting equity and inclusion, preventing crises, fostering community connections, collaborating with partners, empowering families as advocates, and evaluating and improving services to LCAP focus families. These efforts contribute to the well-being, stability, and resilience of families and communities, making FRCs indispensable assets in the social fabric of society. This action step includes the Family Resource Center Director, two Family Advocates, and a Support Services Clerk. Community School funds support one supervisor, a Community Health Liaison, Parent Teacher Home Visits, and overtime for community events. SBHIP grant funds were fully expended and completed construction of the new Behavioral Health and Wellness Center and are no longer included.	$1,098,990.00	Yes
1.5	Foster Services	2 Family Advocates and the Director of Student Support Services are identified as key personnel the Foster student group will be assigned to case-management (Family Resource Center staff identified in Action 1.4). Students will be supported through transportation supplemental to regular bussing including associated cost as necessary. Further, this group will be supported through supplemental school supplies and school readiness items to assist with entry into and success in school. Additional needs including access to tutoring, social-emotional support, trauma informed care will be identified by FRC or site personnel and addressed under those district systems.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Access to a broad course of study	In addition to core classes, continue expanded course offerings to students district wide including 3 district elementary art teachers (co-funded LCAP and Prop 28), 3 district elementary music teachers (co-funded LCAP and Prop 28), and continuing with 1 site based physical education teacher at each elementary site to facilitate student engagement and address the metric for chronic absenteeism, CHKS connectedness/engagement, and Physical Fitness Assessment outcomes. To further address student engagement, implementation of Interactive Science/Project Lead the Way, art, and band/music classes are continued at the middle school as electives with the support of general fund teachers including 1 band teacher, 2 art teachers (1 general fund/1 art and music grant), and current science teachers assigned to elective courses. Continue AVID as a districtwide initiative to support student readiness for college and career including salaries and materials to provide expanded curricular activities. Ensure all student have access to a diverse set of elective courses and the opportunity to participate in hands-on and engaging activities supported by the purchase of course related materials and related professional development for staff directly instructing classes. Continuation of a 4th LCAP funded Haven Drive PE teacher to keep class sizes smaller and to implement a new wellness/sports elective class as well as the addition of 2 sections of drama utilizing a current English Language Arts teacher (partially funded LCAP for elective course times) . Costs for material supports to support electives and Dual Immersion classes/world languages.	$2,003,883.44	Yes
1.7	Safe and comfortable physical environment	Due to our district's rural location and extreme weather conditions, continuation of the district's HVAC technician position ensures immediate repairs that facilitate a healthy, safe environment with filtered air without student displacement or interruption of learning for students as CA Dashboard reflects a need for focus on student achievement maximizing learning time is essential.	$156,305.40	Yes
1.8	Technology infrastructure and devices	LCFF Funds will: Provide technology infrastructure and devices to support equity in education for unduplicated students as well as support for equitable facilities updates to sites and additional technology devices to support staff	$650,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		added within the LCAP. Funds to allow for substantial increases in technology devices.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Implement multi-faceted strategies aimed at holistic student success and safety focused on social-emotional-behavioral learning initiatives and extra-curricular activities fostering a positive and engaging learning environment, curriculum to ensure equitable academic success, and a supportive physical and emotional environment fostering inclusion and well-being of all students assessed by state and local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Recent data from the California Dashboard indicates a low or very low level of suspensions across all schools within our district when looking at the group "All Students". Action steps set in place in previous LCAP's supporting these surface level low rates include increasing the amount and hours of Campus Supervisors on campus, providing noon duty staff equitably by site need rather than in equal numbers, ensuring there is social worker support on each campus to support instruction with staff in Social-Emotional Learning and to aide student mental health through groups and individual therapy to address student needs. These staff additions or expansions are directly supported by a set time in the master schedule of each school to focus on SEL curriculum. RULER, was rolled out earlier and fully implemented in 2023. In addition, PBIS implementation, in conjunction with a district-wide referral system and an Alternate to Suspension class, have been developing over the past LCAP term.

While these actions have supported a low suspension rate overall, there is significant disparity among student groups when it comes to suspension, particularly African American and Homeless, who were identified as Orange on the Dashboard. All other groups are Blue or Green. Additional data supporting district and school site challenges includes continued referrals to the Alternate to Suspension class at high levels at the middle school. Additionally, California Healthy Kids data from the 2023-2024 school year noted in Baseline Metrics, within this goal that indicate staff, students, and parents have concerns regarding student connectedness, meaningful engagement, and safety. This is further supported by approximately 25-30% of student negative responses on the Kern Integrated Data System's (KiDS) School Connectiveness survey which is taken in the Fall and Spring by 3rd through 8th graders. They indicated they do not feel it is easy to talk to teachers, that they don't always feel staff care about them or their absences, and that they don't feel they belong in school. Input from staff focus sessions highlight concerns regarding the content and direct supports students receive when enrolled in the Alternate to Suspension directly resulting in the format of the class and staffing duties are being addressed. Additionally, concerns about implementation of major and minor referral consistency of reporting and consistency of consequences that are equitable and restorative vs. punitive have been noted in stakeholder input. The topic of ACES (Adverse Childhood Experiences) has been introduced and Intervention staff support focus on individual student needs. However, this staff while "knowing" each student individually, must also focus on the larger scale to support positive interactions versus not excuse inappropriate behaviors, which has not yet been accomplished. While Parent responses from the CHKS

indicate a range of 81 to 95% strong agreement with staff implementing strategies for mental health a significant disparity is noted when responding to a question regarding perceptions of school disorder with extremely inconsistent patterns of response from strongly agree to strongly disagree.

We recognize that there continues to be a need to address behavior challenges after they are noted and manifested in various forms, including disruptive behavior in the classroom, conflicts among students, social-emotional struggles, and mental health needs. Input also strongly indicates a need to expand proactive measures that support the focus and expectations of a positive school climate, social emotional learning, and mental health support for all students. This includes acknowledgement of students by supporting and rewards appropriate behavior and focusing on training for interaction strategies to decrease the need for behavior referrals. Strengthening Universal structures (Tier I structures) and prioritizing Supplemental supports (Tier II) and Intensified supports (Tier III interventions) that address the disproportionate suspension rates and fostering a sense of connectedness and belonging among all students, the district aims to create a more inclusive and supportive school climate where every student can thrive academically, socially and emotionally. Monitoring progress through ongoing data analysis and stakeholder feedback, which has begun but is not consistently implemented across the district, will be essential to address the effectiveness of these interventions and make necessary adjustments to ensure continuous improvement. This includes utilization of data at the student, class, grade level, school site and district levels to identify trends, patterns, and areas of concern, allowing for timely interventions.

In summary, while suspension rates may appear low on the surface, our district remains committed to addressing behavior challenges and promoting positive school climate and mental health support for all students with the expectation the positive environment is mirrored in school connectedness and California Health Kids Surveys. Through the implementation of proactive interventions, frameworks, and services, we aim to create a safe, supportive, and inclusive learning environment where every student can thrive academically, socially, and emotionally. Providing ongoing training and professional development opportunities for educators and staff in culturally responsive teaching practices, implicit bias awareness, and trauma-informed approaches will be necessary to provide an equitable learning environment with systems of supports for all students.

Analysis of key metrics further supports the decision to maintain all actions within Goal 2. Suspension data remained strong overall, with the district maintaining Blue status and low suspension rates across most student groups, while also demonstrating notable improvement for historically over-identified groups such as African American and Homeless students. At the same time, variation in outcomes for specific student groups and continued Yellow performance for some populations indicate that disparities have not been fully eliminated. Chronic absenteeism declined significantly across student groups, reflecting improved student engagement and access to school. Survey data from students, staff, and parents showed areas of growth in school safety, connectedness, and meaningful participation, particularly at the middle school level; however, results also indicate inconsistent perceptions across grade spans and stakeholder groups, reinforcing the need to strengthen school climate systems and relational practices. Local implementation data and Goal Analysis findings further demonstrate that PBIS, SEL, mental health supports, and supervision structures are producing positive outcomes, while also identifying the need to improve consistency of implementation, refine Tier 2 and Tier 3 supports, and strengthen the effectiveness of the Alternative Learning Academy. For these reasons, all actions within Goal 2 will be maintained to sustain positive outcomes in school climate and safety, address remaining disparities, and strengthen consistent implementation of behavioral, mental health, and engagement supports across all sites to ensure equitable outcomes for all student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students reported as Suspended on the California Dashboard and placement on the dashboard based on status and change 2.1A: District Overall 2.1B: English Learners 2.1C: Hispanic 2.1D: Low Income 2.1E: Students with Disabilities 2.1F: White 2.1G: Foster Youth 2.1H: African American 2.1I: Homeless Priority 6A: School Climate- Source: California Dashboard Suspension Indicator	2022-23 GREEN 2.1A: 0.8% (maintained 0) 2.1B: 0.7% (declined 0.3%) 2.1C: 0.8% (maintained 0) 2.1D: 0.8% (maintained 0) 2.1E: 0.3% (increase 0.3%) 2.1F: 1% (declined 1.1%) BLUE - 2.1G: 0% (declined 4%) ORANGE - 2.1H: 4.8% (maintained 0.1%) 2.1I: 1.9% (increased 1.9%)	2023-2024 2.1A: 0.5% Blue (Declined 0.3% Very Low) 2.1B: 0.5% Blue (Maintained 0.2% Very Low) 2.1C: 0.5% Blue (Declined 0.3% Very Low) 2.1D: 0.5% Blue (Declined 0.3% Very Low) 2.1E: 0.8% Yellow (Increased 0.5% Low) 2.1F: 0.7% Green (Declined 0.3% Low) 2.1G: 0% Blue (Maintained 0% Very Low) 2.1H: 0% Blue (Declined 4.8% Very Low) 2.1I: 1% Green (Declined 0.8% Low) 2.1J: LTEL Green (Declined 2.3% Medium) establish baseline and corrected	2024-2025 2.1A: 0.3% Blue (Maintained -0.2% Very Low) 2.1B: 0.3% Blue (Maintained -0.2% Very Low) 2.1C: 0.3% Blue (Maintained -0.2% Very Low) 2.1D: 0.3% Blue (Maintained -0.2% Very Low) 2.1E: 1.3% Yellow (Increased 0.4% Low) 2.1F: 0% Blue (Maintained 0% Very Low) 2.1G: 0% Blue (Maintained 0% Very Low) 2.1H: 0% (Maintained 0% No Color Assigned) 2.1I: 0.6% Green (Declined 0.5% Low) 2.1J: LTEL 1.3% Green (Declined 0.9% Low)	2025-26 2.1A : 0.6% *Green -Maintain - 0.2%/status of Low 2.1B: 0.6% *Green - Maintain - 0.1% /status of Low 2.1C: 0.6% *Green - Maintain - 0.2%/status of Low 2.1D: 0.6% *Green -Maintain - 0.2% /status of Low 2.1E: 0.3% *Blue - Maintain 0 / status of Very Low 2..1F: 0.6% *Blue - Decline - 0.4%/status of Very Low 2.1G: 0% *Blue -Maintain 0 /status of Very Low 2.1H: 0.6%	2.1A: Declined 0.5% 2.1B: Declined 0.4% 2.1C: Declined 0.5% 2.1D: Declined 0.5% 2.1E: Increased 1.0% 2.1F: Declined 1.0% 2.1G: Maintained 0% 2.1H: Declined 4.8% 2.1I: Declined 1.3% 2.1J: Declined 1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					*Blue -Decline significantly -4.2%/status of Low 2.1I: 0.6% *Green -Decline -1.3% /status of Low Low 2.1J: 0.3% LTEL	
2.2	% of Students Expelled Priority 6B: School Climate- Source: Data Quest Expulsion Rate	2022-2023 0%	2024-2025 0.03% estimated with 1 expulsion	2025-2026 0	2026-2027 0%	0% Maintained
2.3	% of students responding strongly agree to the following questions on the California Healthy Kids survey. 2.3A: School Connectedness 5th 2.3B: School Connectedness 6th 2.3C: School Connectedness Middle School 2.3D: Perceived School Safety 5th 2.3E: Perceived School Safety 6th 2.3F: Perceived School Safety Middle School	February 1, 2024 2.3A: 72% 2.3B: 61% 2.3C: 39% 2.3D: 75% 2.3E: 64% 2.3F: 34% 2.3G: 48% 2.3H: 40% 2.3I: 15%	February 2025 2.3A: 76% 2.3B: 61% 2.3C: 45% 2.3D: 83% 2.3E: 66% 2.3F: 50% 2.3G: 52% 2.3H: 36% 2.3I: 27%	February 2026 2.3A: 68% 2.3B: 68% 2.3C: 45% 2.3D: 74% 2.3E: 77% 2.3F: 54% 2.3G: 43% 2.3H: 41% 2.3I: 24%	2026-27 2.3A: 85% 2.3B: 85% 2.3C: 85% 2.3D: 85% 2.3E: 85% 2.3F: 85% 2.3G: 75% 2.3H: 75% 2.3I: 75%	February 2026 2.3A: -4% 2.3B: +7% 2.3C: +6% 2.3D: -1% 2.3E: +13% 2.3F: +20% 2.3G: -5% 2.3H: +1% 2.3I: +9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2.3G: Meaningful Participation 5th 2.3H: Meaningful Participation 6th 2.3I: Meaningful Participation Middle School Priority 6C: Survey of Safety and Climate- Source: California Healthy Kids Students					
2.4	% of staff at the elementary or middle school responding strongly agree to the following questions on the California Healthy Kids survey 2.4A: Safe Place for staff elementary 2.4B: Safe Place for staff middle school 2.4C: Safe Place for students elementary 2.4D: Safe Place for students middle school 2.4E: Meaningful student participation elementary 2.4 F: Meaningful student participation middle school	February 1, 2024 2.4A: 41% 2.4B: 19% 2.4C: 43% 2.4D: 16% 2.4E: 39% 2.4F: 22%	February 2025 2.4A: 47% 2.4B: 16% 2.4C: 49% 2.4D: 19% 2.4E: 39% 2.4F: 20%	February 2026 2.4A: 51% 2.4B: 24% 2.4C: 54% 2.4D: 31% 2.4E: 44% 2.4F: 36%	2026-27 2.4A: 75% 2.4B: 75% 2.4C: 75% 2.4D: 75% 2.4E: 75% 2.4F: 75%	February 2026 2.4A: +10% 2.4B: +5% 2.4C: +11% 2.4D: +15% 2.4E: +5% 2.4F: +14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6C: Survey of Safety and Climate- Source: California Healthy Kids Staff					
2.5	% of parents at the elementary or middle school responding strongly agree to the following questions on the California Healthy Kids survey 2.5A: Safe place elementary range 2.5B: Safe place middle school 2.5C: Meaningful student engagement elementary range 2.5D: Meaningful student engagement middle school 2.5E: Facilities well maintained elementary range 2.5F: Facilities well maintained middle school Priority 6C: Survey of Safety and Climate- Source: California Healthy Kids Parents	2023-2024 data 2.5A: 50% to 56% 2.5B: 28% 2.5C: 46 to 53% 2.5D: 38% 2.5E: 39 to 53% 2.5F: 30%	2024-2025 data 2.5A: 51% to 60% 2.5B: 36% 2.5C: 46% to 55% 2.5D: 31% 2.5E: 49% to 59% 2.5F: 43%	2025-2026 data 2.5A: 54% all schools 2.5B: 43% 2.5C: 48% to 54% 2.5D: 43% 2.5E: 42% to 56% 2.5F: 46%	2026-27 2.5A: 75% 2.5B: 65% 2.5C: 75% 2.5D: 65% 2.5E: 60% 2.5F: 30%	2025-2026 data 2.5A: +4 / -2 low and high ranges % 2.5B: +15% 2.5C: +2 / +1 low and high ranges % 2.5D: +5% 2.5E: +3 / +3 low and high ranges % 2.5F: +16%
2.6	% of students responding agree or	2023-24 2.6A: 70.51%	2023-24 2.6A: 71.42%	2025-26 2.6A: 73.67%	2026-27 2.6A: 85%	2.6A: +3.16% 2.6B: +2.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	strongly agree to the following questions on the Kern Integrated Data Systems (KiDS) Connectedness Survey Spring: 2.6A: I feel like it is easy to talk with teachers/ staff at this school. 2.6B: I feel like my teachers and school staff care about me. 2.6C: If I am absent, I feel like there is a teacher or some other adult who will notice my absence. 2.6D: I feel like I belong when I am at school. Priority 6C: Survey of Safety and Climate- Source: Kern Integrated Data Systems (KiDS) Connectedness Survey Spring	2.6B: 74.16% 2.6C: 75.9% 2.6D: 69.02%	2.6B: 71.35% 2.6C: 75.9% 2.6D: 68.84%	2.6B: 76.62% 2.6C: 76.39% 2.6D: 73.31%	2.6B: 95% 2.6C: 95% 2.6D: 85%	2.6C: +0.49% 2.6D: +4.29%
2.7	% of students identified with chronic absenteeism 2.7A: Homeless 2.7B: African American 2.7C: White	2022-23 RED 2.7A: 42.3% (increase 0.5%) ORANGE	2023-2024 2.7A: 29.7% Orange (Declined 12.6 Very High) 2.7B: 22.2% No color	2024-2025 2.7A: 19.1% Yellow- High 2.7B: 14.3% -no color assigned 2.7C: 18.8%- Yellow- High	2025-26 2.7A: 9% *Green -Decline Significantly -33.3%/Status Medium	From 2022-2023 to 2024-2025 2.7A: Declined 23.2% 2.7B: Declined 46.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2.7D: All Students 2.7E: English Learners 2.7F: Foster Youth 2.7G: Hispanic 2.7H: Socioeconomically Disadvantaged 2.7I: Students with Disabilities Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	2.7B: 64.1% (declined 10.3%) 2.7C: 35.3% (declined 9.4%) YELLOW 2.7D: 24.6% (declined 9%) 2.7E: 21.1% (declined 8.7%) 2.7F: 16.7% (declined 10.6%) 2.7G: 23.8% (declined 8%) 2.7H: 25% (declined 8.9%) 2.7I: 31.6% (declined 9.1%)	(Declined Significantly 41.9%) 2.7C: 33.3% Orange (Declined 2% Very High) 2.7D: 18.9% Yellow (Declined Significantly 5.7% High) 2.7E: 16.3% Yellow (Declined Significantly 4.7% High) 2.7F: 15.4% Yellow (Declined 1.3% High) 2.7G: 18.3% Yellow (Declined Significantly 5.5% High) 2.7H: 19.4% Yellow (Declined Significantly 5.6% High) 2.7I: 26.6% Yellow (Declined Significantly 5% High) 2.1J: LTEL 16.5%	2.7D: 13.6% Yellow- High 2.7E: 11.2% Yellow- High 2.7F: 31.0% Red- Very High 2.7G: 13.3% Yellow-High 2.7H: 14.0% Yellow- High 2.7I: 21.2% Yellow- Very High 2.7J: LTEL13.0% Yellow- High	2.7B: 9% *Green -Decline Significantly -55.1%/Status Medium 2.7C: 9% *Green - Decline Significantly -26.3% /Status Medium 2.7D: 9% *Green -Decline Significantly -15.6%/Status Medium 2.7E: 9% *Green - Decline Significantly -11.1%/Status Medium 2.7F: 9% *Green -Decline -7.7%/Status Medium 2.7G: 9% *Green - Decline Significantly -14.8%/Status Medium 2.7H: 9%	2.7C: Declined 16.5% 2.7D: Declined 11% 2.7E: Declined 9.9% 2.7F: Increased 14.3% 2.7G: Declined 10.5% 2.7H: Declined 11% 2.7I: Declined 10.4% 2.7J: LTEL Declined 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Decline 6.1% establish baseline		*Green - Decline Significantly - 16%/Status Medium 2.7I: Students with Disabilities 9% *Green -Decline Significantly - 22.6%/Status Medium 2.1J: LTEL 9% *Green 7.5%	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 2 was carried out with substantial implementation of planned safety, behavioral, and engagement supports. The district continued PBIS, SEL, mental health supports, extracurricular opportunities, campus safety improvements, and the Alternative Learning Academy while making targeted refinements to staffing and systems in response to implementation challenges. District suspension outcomes remained very strong, with the district maintaining Blue status overall, elementary sites at Blue, and Haven Drive at Green.

Actions 2.1 and 2.3: Tier 1 PBIS, student supervision, and student recognition systems were largely implemented as planned. Campus supervisors, noon duty positions, and site staff monitored behavior patterns through AERIES, PBIS systems, and KiDS data while supporting proactive behavior interventions, parent workshops, and recognition systems. Additionally, the KIDS School Connectedness Survey and California Healthy Kids Survey both provide information to monitor engagement and connectedness and were utilized to set site specific goals and action steps for the year. A major success was growth in PBIS fidelity at the elementary sites, with two sites eligible for Silver recognition and two eligible for Gold. Implementation of RULER to support identifying emotions and the addition of Compass for SEL skills were implemented as planned supported by initial professional development and ongoing support. A challenge was continued excessive absences among campus supervisors at Haven Drive, which affected consistency of site-level systems at that site. Student recognition was refined to shift toward more relational and experiential approaches rather than material rewards.

Action 2.2: Mental health and counseling supports was implemented through social workers at the elementary and middle school levels, district-level Tier 2/3 staffing, and a Clinica Sierra Vista counselor at Haven Drive. A substantive refinement in actual implementation was the

more centralized coordination of Tier 2 and Tier 3 services through the Mental Health Center and referral processes rather than solely maintaining prior site-based structures. A success was refined implementation of tiered services; a challenge remains ensuring the level of support is sufficient for students with more significant behavioral needs and that referral systems are in place and utilized as planned.

Actions 2.4 and 2.5: Athletics/extracurricular engagement and facility safety supports were implemented with minor operational changes. Athletics and clubs continued, and a new weight room elective was added at Haven Drive. Safety infrastructure expanded through additional cameras, gate supervision, visitor management, and crossing guard supports at the corner of Haven Drive as suggested by stakeholder input. A substantive difference from the original plan was that vape sensors were not purchased after input from neighboring districts indicated students could circumvent the system. Another implementation challenge was turnover in custodian/driver positions because several hires were unable to meet bus driver requirements in a timely manner.

Action 2.6: Alternative Learning Academy (ALA) was implemented, but with meaningful refinement needs and ongoing concerns. Mid-year implementation and review reflected one aide rather than two and notes continued concerns about consistency of program foundations, follow-through with other tiered interventions, and cost-to-impact value. Staff roles and time allocations are being reviewed to better align restoration, academic support, and check-in/check-out structures. This action remained in place and supported low suspension rates, but its implementation required more adjustment than other Goal 2 actions.

Overall, Goal 2 was carried out successfully with strong results in suspension and school safety and CHKS results especially at the middle school. Most actions were implemented as planned, while ALA, supervision structures, and some safety supports required refinement rather than replacement including refinements made to recognition activities to emphasize relational activities and family engagement rather than individual incentives.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1: Overall costs were less than expected given times when positions were empty or absences did not incur costs. Significant reviews of scheduling, positions of duties, and implementation of behavior management strategies rather than hiring more staff occurred to keep costs contained to within budget. Noon duty costs were not as high as expected- a transition to posted 2 to 3 hour positions at most sites supported a more easily tracked budget than overtime positions. One campus supervisor at the middle school was not filled.
Action 2.2: Costs were very close to projected given raises and increases to insurance costs.
Action 2.3: Costs were less than budgeted as awards were more focused on material items/activities on campus as bus/trips, especially previous charter busses, incurred higher costs. Haven Drive graduation was moved from this action step to be funded out of Goal 5 (academic incentives).
Action 2.4: Costs were far less than expected as a focus to begin strength training without weights was suggested by PE teachers. Costs to be budgeted for 2026-2027.
Action 2.5: Costs allocated for safety needs were less than budgeted for projects/materials/supplies. Custodial positions vacated were not refilled as they had been increased during COVID times and are being reconsidered for the 2026-2027 school year.
Action 2.6: Significant staff absences and a return to only 1 instructional aide after covering the empty position with subbing led to decreased costs for salary and benefits.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 2 have been highly effective in maintaining safe learning environments and reducing exclusionary discipline, as demonstrated by very low suspension rates, improved PBIS implementation outcomes, and continued positive school climate indicators. Educational partner input confirmed that PBIS systems, behavioral supports, supervision staffing, extracurricular opportunities, and student recognition programs contribute to students feeling safe, supported, and connected to school.

ACTIONS 2.1–2.3
PBIS implementation, behavioral supports, supervision staffing, and student recognition systems
Metrics: Suspension rate, PBIS implementation levels, CHKS climate indicators
These actions focused on strengthening Tier 1 behavioral systems, increasing supervision, and reinforcing positive behavior supports to improve school climate.

Suspension Outcomes (Primary Metric 2.1)
District maintained:
Very Low (Blue) suspension status
Approximately 0.3% suspension rate

School performance included:
Elementary schools maintained Blue
Haven Drive improved to Green

Strengths identified:
All Students maintaining Blue
Elementary schools maintaining Blue performance
Reduction in suspension incidents overall

Continued concerns:
Students with Disabilities remain disproportionately represented in discipline data
Need to strengthen Tier 2 behavioral supports and referral systems

California Healthy Kids Survey results (Metric 2.3)
6th and 7th graders increased a range of 5% to 15% of questions asked. 6th graders as 5th graders the year before have consistently had higher outcomes than this year's 5th graders.
The spike with these students resulted in an overall decline for 5th graders ranging from 1 to 5%. However, Spring KIDS school connectedness scores, which include all students, increased from baseline a range of 0.49 to 4.29 indicating efforts at the site to include students for meaningful engagement and connectedness are making a positive difference.

Kern Integrated Data System (KiDS) School Connectedness Survey (Metric 2.6)

All questions including ease of talking with teachers, feeling that someone cared, feeling someone would notice an absence, and feeling of belonging increased a range of 0.49% to 4.29%, indicating efforts to ensure students feel they belong are effective.

Student Chronic Absences (Metric 2.7)
With 10 reported student groups, 9 decreased with a range from 2.5% to 49.8% from the baseline.
Strengths: immediate outreach to encourage and support students to attend and significant focus on Independent Study to make up absences indicates staff salaries and incentives to encourage attendance are making a positive difference.
Concerns: Of note is an increase of 14.3% in foster youth despite intervention efforts.

PBIS Implementation Outcomes
Two elementary schools eligible for PBIS Gold recognition
Two elementary schools eligible for PBIS Silver recognition

Growth indicators:
Increased fidelity of PBIS implementation across sites
Improved consistency of behavioral expectations
Continued reduction of disciplinary incidents

Educational partner feedback indicated:
Students value recognition assemblies
Staff report improved clarity of expectations
Parents value safe environments

Effectiveness Determination:
These actions are considered highly effective as demonstrated by maintained Blue suspension performance and PBIS recognition growth.

ACTION 2.2
Mental health supports, social workers, and Tier 2/3 interventions
Metrics: Suspension, climate indicators
This action focused on strengthening mental health supports and behavioral interventions to address student social emotional needs and data noted in 2.1 indicates positive progress with wrap-around services.

Implementation resulted in:
Continued Blue suspension performance
Continued Tier 2 intervention supports
Continued use of MTSS behavioral interventions

Growth indicators:
Continued maintenance of low suspension rates
Improved access to behavioral supports
Improved coordination of Tier 2 interventions

Concerns identified:
Continued behavioral needs among small group of students
Need to firm up referrals process for Tier 2 supports
Continued need for social emotional supports

Effectiveness Determination:
These actions are considered effective, contributing to maintaining low suspension rates and supporting behavioral intervention systems. Continued refinement is needed to strengthen Tier 2 supports.

Actions 2.4–2.5
Extracurricular opportunities and campus safety supports
Metrics: CHKS connectedness, participation indicators, safety feedback
These actions focused on improving student engagement and maintaining safe campuses through activities and safety investments and data noted in 2.1 indicates positive progress with wrap-around services.
Implementation resulted in:
Expanded athletics participation
Addition of weight training elective
Continued campus supervision systems
Continued safety infrastructure investments

Educational partner input confirmed:
Students value sports and activities
Parents value safe campuses
Staff value supervision support

Growth indicators:
Continued participation in extracurricular activities
Positive student engagement feedback
Maintained safe campus conditions as measured by CHKS outcomes related to safety (Metric 2.5 - parent responses to safety have increased to the positive)

Concerns identified:
Need to expand opportunities as resources allow

Need to maintain supervision staffing consistency

Effectiveness Determination:
These actions are considered effective as they support engagement and safe learning environments.

ACTION 2.6
Alternative Learning Academy (Alternative to Suspension)
Metrics: Suspension rates, intervention outcomes
This action focused on providing alternatives to suspension to maintain instructional access.

Implementation resulted in:
Continued Blue suspension rate declines in 8 of 10 groups with Foster maintaining and Students with Disabilities increasing.
Continued use of alternatives to suspension - ALA class with modifications to take into consideration change of placement clarification for students with disabilities after SELPA consultation
Students maintained access to instruction during behavioral incidents

Growth indicators:
Suspension rates remained extremely low
Continued use of restorative alternatives

Concerns identified:
Reflection analysis identified need to:
Improve consistency of implementation
Strengthen communication expectations
Review staffing structure
Strengthen alignment with MTSS

Effectiveness Determination:
This action is considered effective in supporting suspension outcomes but requiring refinement to improve consistency and impact.

Overall Effectiveness Determination for Goal 2
Overall, Goal 2 actions have been highly effective in maintaining safe school environments and reducing disciplinary incidents.

Measurable Growth Indicators:
Suspension outcomes:
District maintained Blue
Suspension approximately 0.3%
Haven Drive improved to Green

Implementation outcomes:
PBIS recognition increased
Continued Tier 1 behavioral implementation
Continued student engagement opportunities

Student Groups Showing Strength:
All Students maintaining Blue suspension level
Elementary student groups maintaining strong climate outcomes and middle school significant increases on CHKS

Student Groups Requiring Continued Focus:
Students with Disabilities (discipline disproportionality)
Students requiring Tier 2 behavioral supports

Continued Needs Identified:
Strengthening Tier 2 behavioral supports
Refining Alternative Learning Academy implementation
Maintaining PBIS consistency
Supporting supervision staffing with time and structure for training of noon duty staff which is an entry level position with a high turn-over rate.
Review of student groups assigned to ALA to review disproportionate assignments if any.

Final Effectiveness Determination:
Based on Year 2 outcomes compared to baseline data, Goal 2 actions are considered highly effective, particularly in maintaining very low suspension rates and positive school climate conditions. Continued refinements will focus on strengthening Tier 2 supports and ensuring consistent behavioral implementation systems.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on analysis of Year 2 implementation, Dashboard suspension data, PBIS implementation outcomes, and educational partner input, the district determined that the overall Goal 2 structure, metrics, and desired outcomes remain appropriate. Continued Blue performance levels for suspension and positive school climate indicators demonstrate that the current actions are producing the intended outcomes. As a result, no major structural changes were made while personnel numbers/placement have been revisited and refined. Refinements focus on strengthening consistency of implementation and addressing areas identified through staff and student feedback.

Action 2.1 – (PBIS Compass implementation and supervision staffing)
Personnel and program modifications were made to this action to support continued strong outcomes in suspension data and PBIS implementation. Dashboard results showing continued Blue performance indicate that maintaining strong Tier 1 behavioral systems remains an effective strategy. However, modifications in various areas due to increased costs and impact are included in the following: Compass

SEL Suite was piloted in 2025-2026 and will be implemented again in 2026-2027 given strong stakeholder feedback from students, staff, and administrators. Personnel changes include the continuation of an additional campus supervisor (tentatively funded as a full time position which will require a union MOU) at the elementary sites given last year's decrease to one social worker per elementary with the intent of supporting Tier 1 (universal) activities. Haven Drive Campus Supervisors will be restored to 3 after not filling a vacated position mid-year. Refinements include continued focus on PBIS and Compass SEL implementation fidelity across all sites, continued monitoring of behavior data to ensure consistency, and continued focus on proactive behavioral supports. Increased costs are reflective of expenditures associated with personnel which were adjusted to reflect a 1% salary increase and updated benefit costs. Additional funds have been added to support a safe and welcoming environment in the cafeteria during breakfast given a transition away from Breakfast in the Classroom.

Action 2.2 – Mental health supports and social worker services
Educational partner input continues to support the importance of counseling and social emotional supports. This action remains necessary to support student well-being and maintain positive school climate conditions. As a result of increased internal capacity, the district discontinued the external mental health services contract with Clinica Sierra Vista resulting and transitioned Tier 3 supports to our two district social workers, ensuring continuity of services while more effectively managing rising personnel and contracted service costs. This resulted in a cost savings which was transferred to address rising internal costs of salaries and benefits. Additional, minor refinements include improved coordination through MTSS structures between social workers and site teams, continued focus on early intervention for behavioral/mental health concerns, improved monitoring of students requiring Tier 2 supports and assuring students receive all levels of MTSS intervention as they possible move to higher levels of services. Expenditures associated with personnel were adjusted to reflect a 1% salary increase and updated benefit costs.

Action 2.3 – Positive behavior recognition systems
No changes were made to the intent of the action yet, $3000 more was provided to each site as student and staff feedback continues to affirm the value of recognition systems yet with a focus on engagement rather than trinkets.

Action 2.4 – Extracurricular and student engagement opportunities
No programmatic or staffing changes were made due to strong educational partner feedback indicating these programs support student engagement and school connectedness.
The district will continue to maintain athletics and extracurricular opportunities funded through the LCAP. Costs are significantly less than in 2025-2026 given the completion of locker room renovations into a weight room which is being used for elective classes. Costs of renovation do not continue while providing equipment for the room will expand.

Action 2.5 – Campus safety supports
The district has transitioned from Raptor to Verkada and this contract has been implemented for the 2026-2027 school year. Increased custodian/bus drivers continue to support cleaning with expanded programs and field trip driving. Costs associated with materials have been increased to implement the action. Expenditures associated with personnel were adjusted to reflect a 1% salary increase and updated benefit costs.

Action 2.6 – Alternative Learning Academy (Alternative to Suspension)
Significant structural refinements are being made to this action based on staff and student feedback regarding implementation consistency and in-effectiveness of changing student behavior although suspension rates remain low. ALA will be significantly reconstructed with a new

schedule, addition of district social workers mid-day to provide group and individual services, a clear morning focus on academic, and an afternoon on restorative reflections to promote consistency and effectiveness of behavioral intervention practices. Changes included clarifying staff roles, refining student support timelines, strengthening behavioral curriculum implementation through Navigate360, These refinements supported the district's continued effort to provide alternatives to suspension while maintaining accountability for student behavior and include clarification of expectations and procedures, strengthening communication regarding program purpose, improved alignment with restorative practices, and improved monitoring of outcomes for participating students. Expenditures associated with personnel were adjusted to reflect a 1% salary increase and updated benefit costs and a decrease to only one aide.

Addition of Action 2.7 - ELPAC Testing Support: This action was previously included in Goal 6 to support the annual impact of ELPAC assessment on our high EL population. The intent was to support continuity of instruction through exposure to the assessment. However, the impact on other subjects with multiple days missed immediately prior to CAASPP testing is significant and noted by Student Advisory input. There is a conflict between the desire to have teachers remain in their classrooms for excellent instruction, the desire to have consistency in test administration, and keeping younger students comfortable in their school setting. The district is planning to pilot the following with the costs of subs to be incurred as budgeted in this action step.
Provide, train, and schedule substitutes for grades 3-8 to assess ELPAC speaking.
Provide substitutes for grades K, 1, and 2 to cover classrooms so teachers can do the 1 on 1 ELPAC total assessment.

Summary of Changes to Goal 2
No changes were made to the goal.
No changes were made to the metrics.
Action 2.7 was added using current metrics.
Refinements focused on strengthening consistency of implementation.
Costs were adjusted to reflect compensation/benefit increases and updates to personnel/contracts.
The district determined that maintaining the current actions is appropriate due to continued strong outcomes related to suspension and school climate indicators.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tier 1/PBIS Engagement and Safety	One full time Campus Supervisor at each elementary campus, one part time Campus Supervisor at each elementary campus (budgeted to expand to full time with union MOU to be completed), and three full time Campus Supervisors at the district middle school will contact families and utilize data from AERIES, Kern Integrated Data Systems, and PBIS Online (also	$1,127,667.82	Yes

Action #	Title	Description	Total Funds	Contributing
		funded out of this action step) to monitor daily/weekly/monthly behavior referrals and identify trends. They also implement proactive Tier 1 incentives (Action 2.3) and restorative practices through early intervention protocols to identify students at risk and provide targeted support services to address underlying barriers. This may involve collaborating with social workers and other district staff to personalized interventions, such as mentoring, counseling, and assistance. Provide proactive incentives and targeted interventions including conducting home visits and conferencing. Offer resources, workshops, and family engagement opportunities to empower parents and guardians in promoting positive behavior habits and addressing challenges that may impact their child's safety and wellbeing at school. Provide professional development for educators and staff to enhance their understanding of the factors influencing student behaviors and Adverse Childhood Experiences and equip them with strategies to support positive behavior routines. An initial 28 contracted Noon duty positions are identified among the four school sites to provide safety, security and supervision for students during lunch periods. Additional non-contracted (less than 2 hour) noon duty and gate assistant positions will be identified by site administration to cover areas of need and will play a critical role in ensuring the safety and well-being of students during non-instructional periods, such as lunch breaks and arrival/dismissal times. By enhancing support for these positions, we aim to create a secure and orderly environment where students can engage in positive social interactions, follow school rules, and transition safely between activities. Staffing allocation: will be assessed and assigned based on student population size, campus layout, and specific safety concerns. Resources and time will be set aside to train noon duty/gate assistants to provide appropriate and sufficient coverage during designated periods as students state staff should be trained to work more positively with students. The addition of funding to expand morning support for students during breakfast in the cafeteria given concerns from Student Advisory about structure and supervision to ensure all that want to eat are supported. Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for staff implementation and to support all students in a school to achieve		

Action #	Title	Description	Total Funds	Contributing
		social, emotional, and academic success. The PBIS online Digital Reinforcement System supports a system for acknowledging and reinforcing positive behavior, while providing a platform to track student behavior and monitor progress towards behavioral goals allowing regular communication with parents to share updates. A contract for Suite 360-Behavioral Intervention for students, initiated in 2024-2025, will continue to be funded to enhance the implementation of Tier 1 behavior supports. An additional Suite (SEL Compass) has been added to provide weekly Tier 1 lessons with themed SEL support strategies. SEL curriculum is integrated into our educational programs to support the social, emotional, and behavioral development of students. Through SEL instruction and activities, students learn essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. RULER curriculum to support instruction of Social-Emotional vocabulary, implementation of skills, and awareness of mental health wellness will continue to be implemented through a focused period in the master schedule of each site and ongoing use of strategies and vocabulary through the school day. Calming corners and their appropriate use for a mental health break, rather than an escape or avoidance strategy, will be promoted throughout the district through professional development and administrative support/expectations. Safe School Ambassadors at each site support a welcoming and safe environment and their activities are budgeted within this action goal. California Healthy Kids Survey provides an opportunity for yearly data gathering from all staff, all families, and 5th, 6th, and 7th grade students specifically as it relates to meaningful engagement, connectedness, and safety. In addition a TUPE module is added to provide student reported information regarding alcohol and drug use. Professional development for implementation of RULER, PBIS, tiered supports and interventions, attention to implicit bias, acknowledging Adverse Childhood Experiences, establishing consistency with referrals/restorative consequences, and setting expectations for appropriate interactions between adults/adults, adults/students, and students/students will be scheduled on a monthly basis and focused on needs of the site based needs identified through reviewed data.		

Action #	Title	Description	Total Funds	Contributing
2.2	Mental Health Professionals	Integrating social workers into school sites to enhance the availability and effectiveness of social-emotional support services for students. One Social Worker will be assigned to each elementary site and two Social workers will be assigned to Haven Drive Middle School to play a crucial role in addressing the diverse social and emotional needs of students, thereby contributing to their overall well-being and academic success. Two Social Workers will be assigned to the new district mental health center at the Family Resource Center. By integrating Social Workers at school sites, we aim to provide timely and targeted support to students, families, and staff members. The Social Workers assigned to the mental health center will focus on family and Tier III interventions. Both group's work includes: 1. providing trauma-informed care, crisis intervention, building of cultural competence, and collaboration with educators and community partners; 2. developing protocols and procedures for referrals, case management, and information sharing to ensure seamless service delivery; 3. working collaboratively with school-based teams to develop and implement individualized support plans for students with social-emotional needs; and 4. utilizing assessment data, input from teachers and parents, and evidence-based interventions to tailor support services to meet the unique needs of each student.	$1,025,917.73	Yes
2.3	Student Recognitions	Establish a system of student recognitions and incentives for positive behavior that fosters a positive school climate, supports social-emotional development, and promotes academic achievement. This may include time to build strong relationships with others, certificates, prizes, awards, and field trips. Student recognitions and incentives for positive behavior play a crucial role in reinforcing desired behaviors, motivating students to excel, and creating a positive and supportive school culture. By implementing a comprehensive system of recognitions and incentives, we aim to cultivate a school environment where students feel valued, respected, and empowered to make positive choices. Given student and parent input, a specific focus is expected to be placed on group activities and inclusion of parents for recognition activities.	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Haven Drive sports/clubs	Through the provision of extra-curricular activities at the middle school, we aim to enhance student connectedness, promote positive behavior, and create a supportive and inclusive school environment where all students can thrive academically and socially. This action step provides extra-curricular activities including stipends for approximately 25 sports sections, Haven Drive clubs, related materials/travel, and expansion of weight equipment in the weight room at Haven Drive.	$130,000.00	Yes
2.5	Student Safety, Access, and Welcoming Environment Supports	The district will provide additional campus supervision personnel who intentionally build relationships with students, monitor student well-being, assist students during transitions, and connect students with school supports. The increase in service will encourage attendance, reinforce behavioral expectations through PBIS practices, and provide immediate intervention when barriers to engagement arise. These adults serve as trusted adults who increase opportunities for positive interactions and reduce barriers that disproportionately impact unduplicated pupils' participation in school. This action supports: 1 additional crossing guard at the east end of Haven Drive up to 2 additional custodian/drivers per school site up to 4 classified aides to ensure safety at gates. Materials and Supplies	$989,069.07	Yes
2.6	Alternative to Suspension class	We recognize that traditional suspension practices may not always be the most effective or beneficial approach to addressing behavioral issues. Therefore, we have developed an Alternate to Suspension program that provides students with alternative interventions and supports designed to address the underlying causes of their behavior while keeping them engaged in the learning process. Refined implementation of an Alternative to Suspension class and system of check-in/check-outs for students who have been identified as having committed an act justifying suspension by Education Code will be facilitated by a separate class to include a certificated teacher, 2 paraprofessionals, materials, and training support. Class content will include structured SEL and academic lessons, expectations for completing classwork sent by rostered teachers, a	$190,812.13	Yes

Action #	Title	Description	Total Funds	Contributing
		differentiated schedule of arrival and departure, monitored access to facilities outside the ALA classroom, a required parent meeting for entering and exiting the program, and check-in/check-out with rostered teachers to promote continued implementation of skill sets promoted by the class.		
2.7	ELPAC testing support	To support a safe, welcoming, and student-centered assessment environment for English Learners while maintaining continuity of instruction, the district will provide trained substitute teachers and assessment support during the annual administration of the English Language Proficiency Assessments for California (ELPAC). For students in grades TK–2, substitute coverage allows classroom teachers, who have established trusting relationships with students throughout the school year, to administer required one-on-one ELPAC assessments. Utilizing a familiar teacher helps create a comfortable and supportive environment for young English Learners, reduces anxiety, and allows students to more accurately demonstrate their language development skills. For students in grades 3–8, substitute teachers provide classroom coverage while trained staff conduct ELPAC speaking assessments. This support minimizes disruptions to classroom instruction and preserves continuity of learning during a critical instructional period as students prepare for state assessments and end-of-year academic expectations. This action supports English Learners by ensuring accurate assessment of language proficiency while maintaining positive relationships, minimizing instructional disruptions, and promoting a safe and welcoming educational environment where students feel supported in demonstrating their learning. Assessment results are used to monitor English Learner progress, inform instructional decisions, identify needed supports, and improve outcomes related to English language acquisition and reclassification.	$95,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Implement a comprehensive attendance improvement program targeting chronic absenteeism, utilizing strategies such as personalized outreach, early intervention, and community engagement to foster a positive attendance culture within the school community to be assessed by state and local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Given the persistent challenges highlighted by the California Dashboard Chronic Absenteeism Data, it is imperative for the Arvin Union School District to address disparities within data which indicate improvement but continued high levels of chronic absenteeism especially among particular student groups. To address these concerns, the Local Control and Accountability Plan (LCAP) proposes Goal #3 focused on attendance in alignment with the district's commitment to fostering a positive and inclusive school environment where all students feel connected, engaged, and supported.

Previous attendance intervention efforts have resulted in positive outcomes as displayed on the California Dashboard including:
1. An overall attendance rate increase year to date over the last 2 years with an approximate 1% increase above 2022-2023.
2. A decrease in chronic absenteeism between 2021-2022 and 2022-2023 of approximately 9% overall which has continued to decrease slightly in 2023-2024 as measured year to date.
3. Three out of four campuses have decreased their year to date chronic absenteeism rate for All Students and a majority of the student groups.
4. The percentage of All Students within the Satisfactory attendance range has increased in 2023-2024.

2023-2024 data points, which indicate a need to continue to address attendance, include 2023-2024 Dashboard data which is supplemented with data updated daily in the Kern Integrated Data System.
Dashboard data indicates: The Homeless student group chronic rate was extremely high at 42.3% chronically absent with a 0.5% increase while all the chronic rate of all other groups declined.
African American and White reported chronic absenteeism groups contain very small numbers of students and, while the chronic rate declined an impressive 10.3% and 9.4% respectively, the African American student group was indicated to be extremely high chronic at 64.1% and White at 35.3 %. English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities chronic absentee rates range from 16.7% to 31.6% with strong declines in chronic absenteeism ranging from 8.7% and 10.6%.

Compounding the noted concerns are continued 2023-2024 school year patterns reported in the Kern Integrated Data System of attendance rates at or below 94% and chronic attendance rates continuing to soar into the high 20's and 30's depending on the student group. (See Baseline metrics)
Specific attendance patterns gathered through KIDS or A2A mid-year reporting indicate the following:
1. Students miss Monday and Friday well above the average absences ranging between 227 and 366 students per day beginning in October.
2. Negative attendance patterns significantly are demonstrated by data between October and mid-February.
3. The absence rate on days right before Thanksgiving and Winter Breaks have significantly high absence rates.
4. The absence rate on weeks before and after Winter Break are well above the average.
5. TK has a chronic absentee rate higher than all other grades.
6. The district chronic rate by grade begins high at TK, decreases from Kindergarten through 6th grade, and then increases dramatically for 7th and 8th grade.
7. Each elementary has decreased their chronic rate while the middle school rate has increased in 2023-2024. The middle school began taking period attendance this year which may be a factor in the reporting of this increased rate.
8. A2A reports an improvement rate of 57% on the 2023-2024 mid-year following a parent conference- however the improvement rates vary drastically from 43% to 92% among our four schools.

By prioritizing Tier 1 structures and tiered interventions that focus on reducing chronic absenteeism rates, the district aims to create a more supportive and conducive learning environment where every student is present and engaged in their education. Monitoring progress regularly as part of an ongoing data analysis protocol over a 3 year period, with the goal of achieving an overall improvement of between 15 and 50 percent in chronic absenteeism rates, will be essential to ensure the effectiveness of these interventions and drive sustainable improvements in student attendance across the district. This is especially important as absent students miss critical instruction leading to positive academic outcomes.

Analysis of key metrics further supports the decision to maintain all actions within Goal 3. Chronic absenteeism decreased significantly across nearly all student groups over time, with substantial declines from prior years and movement toward improved levels on the Dashboard; however, outcomes for certain groups, including foster youth and students with disabilities, indicate that disparities persist and continued support is necessary. Average daily attendance rates increased across most student groups, reflecting improved student engagement and access to instruction, while local attendance data identified ongoing patterns related to specific days of the week, grade levels, and seasonal trends, indicating that consistent implementation of attendance strategies remains critical. Goal Analysis findings further demonstrate that attendance monitoring systems, health supports, case management, and engagement strategies are contributing to improved outcomes, while also identifying the need to strengthen early identification, coordination of services, and targeted interventions for specific student groups. For these reasons, all actions within Goal 3 will be maintained to sustain progress, address persistent attendance challenges, and strengthen consistent, data-driven implementation across all sites to ensure improved and equitable attendance outcomes for all student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students identified with chronic absenteeism 3.1A: Homeless 3.1B: African American 3.1C: White 3.1D: All Students 3.1E: English Learners 3.1F: Foster Youth 3.1G: Hispanic 3.1H: Socioeconomically Disadvantaged 3.1I: Students with Disabilities Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	2022-23 RED 3.1A: 42.3% (increase 0.5%) ORANGE 3.1B: 64.1% (declined 10.3%) 3.1C: 35.3% (declined 9.4%) YELLOW 3.1D: 24.6% (declined 9%) 3.1E: 21.1% (declined 8.7%) 3.1F: 16.7% (declined 10.6%) 3.1G: 23.8% (declined 8%) 3.1H: 25% (declined 8.9%) 3.1I: 31.6% (declined 9.1%)	2023-2024 3.1A: 29.7% Orange (Declined 12.6% /Very High) 3.1B: 22.2% no color assigned (Declined Significantly 41.9%) 3.1C: 33.3% Orange (Declined 2% / Very High) 3.1D: 18.9% Yellow (Declined Significantly 5.7%/High) 3.1E: 16.3% Yellow (Declined Significantly 4.7%/High) 3.1F: 15.4% Yellow (Declined 1.3% High) 3.1G: 18.3% Yellow (Declined Significantly 5.5%/High) 3.1H: 19.4% Yellow	2024-2025 3.1A: 19.1% Yellow- High 3.1B: 14.3% -no color assigned 3.1C: 18.8%- Yellow- High 3.1D: 13.6% Yellow- High 3.1E: 11.2% Yellow- High 3.1F: 31.0% Red- Very High 3.1G: 13.3% Yellow-High 3.1H: 14.0% Yellow- High 3.1I: 21.2% Yellow- Very High 3.1J: LTEL13.0% Yellow- High	2025-26 3.1A: 9% *Green -Decline Significantly -33.3%/Status Medium 3.1B: 9% *Green -Decline Significantly -55.1%/Status Medium 3.1C: 9% *Green - Decline Significantly -26.3% /Status Medium 3.1D: 9% *Green -Decline Significantly -15.6%/Status Medium 3.1E: 9% *Green - Decline Significantly -11.1%/Status Medium 3.1F: 9% *Green -Decline -7.7%/Status Medium 3.1G: 9%	From 2022-2023 to 2024-2025 3.1A: Declined 23.2% 3.1B: Declined 49.8% 3.1C: Declined 16.5% 3.1D: Declined 11% 3.1E: Declined 9.9% 3.1F: Increased 14.3% 3.1G: Declined 10.5% 3.1H: Declined 11% 3.1I: Declined 10.4% 3.1J: LTEL Declined 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Declined Significantly 5.6%/High) 3.1I: 26.6% Yellow (Declined Significantly 5%/High) 3.1J: LTEL 16.5% Yellow (Declined Significantly 6.1%/High) establish baseline		*Green - Decline Significantly - 14.8%/Status Medium 3.1H: 9% *Green - Decline Significantly - 16%/Status Medium 3.1I: Students with Disabilities 9% *Green -Decline Significantly - 22.6%/Status Medium 3.1J: 9% *Green- Decline 7.5%	
3.2	Average daily attendance Spotlight 3.2A: Days Red well above the average absence rate (more than 227) 3.2B: Days Yellow 196 3.2C: Days Green well below average absence rate (less than 165) 3.2D: Red Fridays 3.2E: Red Mondays Priority 5B: Student Engagement - Chronic Absenteeism	2023-24 3.2A: 41 3.2B: 72 3.2C: 67 3.2D: 14 3.2E: 12	2024-2025 3.2A: 28 3.2B: 111 3.2C: 41 3.2D: 15 3.2E: 6	2025-2026 3.2A: 40 3.2B: 75 3.2C: 65 3.2D: 15 3.2E: 8	2026-27 3.2A: 35 3.2B: 76 3.2C: 69 3.2D: 10 3.2E: 10	2025-2026 3.2A: -1 (Decreased by one day) 3.2B: +3 (Increased by 3 days) 3.2C: -2 (Decreased by 2 days) 3.2D: +1 (Increased by 1 day) 3.2E: -4 (Decreased by 4 days)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Attention2Attendance End of Year Report					
3.3	% of students dropping out of the middle school Priority 5C: Student Engagement-Middle School Drop out rate Source: Dataquest	2023-2024 0%	2024-2025 0%	2025-2026 0%	2026-2027 0%	0
3.4	Average daily attendance percentage for: 3.4A: All students 3.4B: Socio-economically disadvantaged 3.4C: Migrant 3.4D: Homeless 3.4E: Foster 3.4F: Students with Disabilities 3.4G: English Learner 3.4H: White 3.4I: Hispanic 3.4J: African American 3.4K: American Indian 3.4L: Asian Priority 5A: Student Engagement- School Attendance Source: KiDS/local data	2023-24 3.4A: 93.70% 3.4B: 94% 3.4C: 94% 3.4D: 93% 3.4E: 97% 3.4F: 92% 3.4G: 94% 3.4H: 91% 3.4I: 94% 3.4J: 93% 3.4K: 69% 3.4L: 93%	2024-2025 3.4A: 95% 3.4B: 95% 3.4C: 95% 3.4D: 94% 3.4E: 96% 3.4F: 94% 3.4G: 96% 3.4H: 94% 3.4I: 95% 3.4J: 96% 3.4K: Not reported 3.4L: 96%	2025-2026 3.4A: 97% 3.4B: 97% 3.4C: Not reported 3.4D: 96% 3.4E: 94% 3.4F: 94% 3.4G: 97% 3.4H: 96% 3.4I: 97% 3.4J: 95% 3.4K: Not reported 3.4L: 97% 3.4M: 88% Two or more races established baseline	2026-27 3.4A: 95% 3.4B: 95% 3.4C: 95% 3.4D: 95% 3.4E: 95% 3.4F: 95% 3.4G: 95% 3.4H: 95% 3.4I: 95% 3.4J: 95% 3.4K: 95% 3.4L: 95% 3.4M: 95%	2025-2026 3.4A: 3.3% 3.4B: 3% 3.4C: Not reported 2025-2026 3.4D: 3% 3.4E: -3% 3.4F: 2% 3.4G: 3% 3.4H: 5% 3.4I: 3% 3.4J: 2% 3.4K: Not reported 2025-2026 3.4L: 4% 3.4M: 88%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 3 was carried out as planned and produced strong districtwide attendance gains through coordinated attendance monitoring, health supports, case management, and incentives. The district's attendance systems were implemented through site administrators, attendance clerks, Student Success Facilitators, nurses, and outreach teams, with no substantive changes in the overall strategy. Chronic absenteeism continued to decline to 8%, and the district ended the year with a 96.75% attendance rate with all reported student groups above 88%.

Actions 3.1 and 3.4: Attendance monitoring, conferencing, home visits, and incentives were implemented as planned. Attendance teams used AERIES, KiDS, and A2A data to monitor attendance daily, weekly, and monthly, and 668 conferences, or 99.9% of those scheduled, were held and closed during the year. Incentives were refined to be more engagement-based and connection-oriented rather than purely extrinsic. Successes included decreases or maintenance in chronic absenteeism for 9 of 9 student groups in the dashboard metric and strong overall attendance outcomes. Challenges included continued higher rates among TK, Two or More Races, Homeless, and Students with Disabilities, and recurring patterns around Fridays and the weeks around winter break.

Action 3.2: Health services and nursing supports was implemented as planned and contributed to attendance supports by addressing health-related barriers more quickly. The district notes that future refinement of the new Community School Funded Tele-health will require even more coordination between nursing and attendance teams, suggesting that tighter alignment is still needed and/or rethinking continued participation given barriers outside our control. Campaigns to address attendance patterns were also adjusted in response to observed day-of-week concerns. Nurses have been hired with the intent of supporting chronic illnesses, students with high needs, and addressing absence concerns for students with absence codes related to illness. In addition, they each have required state reporting. Consistent training and reminders to staff of what requires a trained nurse's continues to be necessary to ensure nurses can attend to screenings, monitoring medication, and meeting critical and chronic needs. Tier 1 responses should largely be handled by certificated or classified staff in the classroom or on the yard.

Action 3.3: Homeless supports were implemented through Family Resource Center coordination, transportation assistance, and targeted case management. This action showed success with homeless students, including a major decline in chronic absenteeism and improved average daily attendance, but continued challenge with foster students, whose chronic absenteeism increased and triggered the need for more immediate identification and support at enrollment. The district identified quicker identification of family needs as a key refinement area.

Overall, Goal 3 was carried out effectively, with strong fidelity to planned actions and only minor refinements in incentive design and health-support coordination. Successes included substantial reductions in chronic absenteeism, high completion of attendance conferences, and strong end-of-year attendance rates. Challenges remain for certain student groups and attendance patterns, but the district's core attendance strategy remained appropriate and intact.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1: Costs estimated were higher than required to cover costs as the benefits for one full-time person were not included and overtime for Independent Study impacts on attendance tracking has been more than expected in addition to raises and increases in benefits costs.
Action 3.2: No significant difference - increase attributed to raises and increases in benefits costs.
Action 3.3: Title I funds were utilized to address this action. All costs were utilized for transportation.
Action 3.4: Attendance recognition costs were less than budgeted - field trip awards although considered in initial estimates were limited due to lack of staffing and available busses. That type of trip is typically more costly than other awards.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 3 have been highly effective in improving student attendance and reducing chronic absenteeism, as demonstrated by significant improvement in California Dashboard chronic absenteeism outcomes and local attendance data. Educational partner input confirmed that attendance conferencing, Student Success Facilitators, transportation supports, nurses, and family outreach efforts have contributed to improved attendance outcomes. Year 2 outcomes demonstrate measurable improvement from baseline data, particularly among All Students and several unduplicated student groups. However, data also identifies foster youth as a group requiring continued focus.

ACTIONS 3.1–3.4
Attendance monitoring systems, Student Success Facilitators, attendance clerks, and family outreach
Metrics: Chronic absenteeism Dashboard indicator, attendance rate, student group attendance trends
These actions focused on strengthening attendance monitoring systems and increasing direct intervention supports for students identified as chronically absent.

Chronic Absenteeism Outcomes (Primary Metric 3.1)
District chronic absenteeism improved to: 13.6%
11 percentage point reduction from baseline
Significant improvement in overall attendance trends with the exception of foster who increased 14.3% all others dropped a range of 3.5% to 49.8%
Continued improvement across most student groups

Student Group Outcomes:
Student groups showing improvement:
All Students (From Red to Orange)
Homeless students (From Red to Yellow)
Socioeconomically disadvantaged students (improved attendance trends)

Student groups remaining areas of concern:
Foster youth (newly identified attendance concern group)

Average Daily Attendance Spotlight Days (Metric 3.2):
Effort led to minimal changes on red, yellow, and green days, however, a specific target on Mondays which are district time-bank/early out days, resulted in a decrease of 4 red days.

Strengths identified:
Strongest improvements were associated with:
Attendance conferencing systems
Student Success Facilitator intervention
Attendance clerk monitoring
Parent communication supports
Use of Independent Study
Educational partner feedback confirmed that direct contact with families and early intervention supports improved attendance awareness and follow-through.
Drop out rate 0% (Metric 3.3)
Average Daily Attendance (Metric 3.4) consistently trended above the previous two years until the last few weeks of 2025-2026.

Effectiveness Determination:
These actions are considered highly effective, as demonstrated by the significant reduction in chronic absenteeism and improved attendance trends among most student groups.

ACTION 3.3
Transportation supports and basic needs supports
Metrics: Attendance trends for high-need student groups (Metric 3.4).
This action focused on removing logistical barriers to attendance, particularly for homeless students and students experiencing transportation challenges. This action resulted in supporting a 3% increase in average daily attendance for homeless students and a 23.3% decline in chronic absenteeism compared to baseline.

Growth Summary:
Homeless student group improved:
from Red to Yellow

Strengths identified:
Transportation supports improved attendance consistency
Family outreach improved communication regarding attendance expectations

Concerns identified:
Foster youth attendance trends require continued monitoring
Continued need for transportation coordination

Effectiveness Determination:
These actions are considered effective as they reduced attendance barriers for high-need students.

ACTION 3.4
Attendance incentives and student engagement strategies
Metrics: Attendance rate, chronic absenteeism trends
This action focused on strengthening student motivation and engagement through attendance incentives and recognition programs.

Implementation resulted in:
Improved attendance rates
Increased number of students with no attendance issues
Increased student participation in recognition programs

Strengths identified:
Recognition programs increased student motivation
Individual recognition through participation in activities more effective than large trinket type incentives

Concerns identified:
Need for more frequent recognition opportunities
Need for individualized supports for chronically absent students

Effectiveness Determination:
These actions are considered effective, as they contributed to improved attendance engagement and improved attendance rates.

Overall Effectiveness Determination for Goal 3
Overall, Goal 3 actions have been highly effective in improving attendance outcomes and reducing chronic absenteeism.

Measurable Growth Indicators:
Chronic absenteeism:
Reduced from 24.6% to 13.6%
Performance improved from Red to Orange from baseline
KIDS Chronic 2025-2026 end of year indicates 8% Chronic.

Local attendance indicators as measured by KIDS
Overall attendance was 96.75%
Students with no attendance concerns was 77%.
Chronic absenteeism reduced to 8%.

Student group improvements:

Homeless students improved from Red to Yellow from baseline
Socioeconomically disadvantaged students improved attendance trends

Student Groups Showing Strength:
All Students
Homeless students
Socioeconomically disadvantaged students

Student Groups Requiring Continued Focus:
Foster youth (emerging attendance concern group)
Students with persistent chronic absenteeism

Continued Needs Identified:
Continued focus on foster youth attendance
Continued early intervention systems
Continued family outreach efforts
Continued transportation supports

Final Effectiveness Determination:
Based on Year 2 outcomes compared to baseline data, Goal 3 actions are considered highly effective, particularly in reducing chronic absenteeism and improving overall attendance rates. Continued refinements will focus on targeted supports for foster youth and students with persistent attendance challenges.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on analysis of Year 2 implementation, Dashboard chronic absenteeism outcomes, local attendance data, and educational partner input, the district determined that the overall Goal 3 structure, metrics, and desired outcomes remain appropriate. Significant reductions in chronic absenteeism and improved attendance rates indicate that the current actions are producing the intended outcomes. As a result, no major structural changes were made. Refinements focus on strengthening early intervention systems and increasing targeted support for student groups identified as needing additional attention, particularly foster youth.

Action 3.1 – (Attendance monitoring, Student Success Facilitators, and attendance outreach)
No structural changes were made to this action due to demonstrated effectiveness in reducing chronic absenteeism. Attendance conferencing, monitoring systems, and outreach efforts will continue as core strategies. Expenditures associated with personnel were adjusted to reflect a 1% salary increase and updated benefit rates.

Action 3.2 – (Health supports and nursing services)
No programmatic changes were made to this action as educational partner input continues to support the importance of health services in maintaining attendance. School nurses remain an important component of attendance improvement efforts by helping address minor health

concerns and supporting student wellness. Refinements include coordination between health staff and attendance teams given the implementation of Telehealth through community schools funding and professional development and instruction for students and parents as to the expected role of the nurse as a Tier 2/3 service. Expenditures associated with personnel were adjusted to reflect a 1% salary increase and updated benefit rates. Decrease in costs are due to 2 Registered Nurses, 2 LVN's, and change in personnel with less experience resulting in decreased budget allocation.

Action 3.3 – (Transportation supports and basic needs supports)
No structural changes were made to this action as transportation supports continue to address attendance barriers for students experiencing housing instability.

Action 3.4 – (Attendance incentives and engagement strategies)
An increase of $20,000 was added to support site incentives and engagement strategies to support improved attendance habits based on requests from 2025-2026.
Refinements include an emphasis on frequent recognition opportunities aligned with relationship-building strategies and engagement activities rather than trinket type rewards. Specific attention to Monday and Friday absences as well as campaigns for date ranges which have been identified as Red on the A2A mid and end of year Spotlight report will be part of Professional Learning Team discussions among administrators and Student Success Facilitators on a quarterly basis with campaigns aligned across the campuses.

Summary of Changes to Goal 3
No changes were made to the goal.

Metric update: Attendance percentage 3.4 included the addition of an additional student group: Two or More Races with 2025-2026 being the baseline.

Action 3.5 was added given significant enrollment challenges with uneven enrollment intra-district. This action would retain teachers at various grade levels to ensure stability of school of residence for students in impacted grade levels.

Refinements focused on strengthening early intervention and targeted supports.
Increased attention will be given to foster youth attendance.
Personnel costs were adjusted to reflect compensation increases.
The district determined that maintaining the current actions is appropriate due to strong reductions in chronic absenteeism and improved attendance trends across most student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Data Monitoring, Analysis, and Intervention	Implement a robust attendance tracking system using Aeries, Attention2Attendance (A2A), and KIDS to regularly monitor and analyze attendance data at the individual student, classroom, and school levels Utilize this data to identify trends, patterns, and areas of concern, allowing for timely interventions and adjustments to support strategies. One School Attendance Clerk and two Student Success Facilitators at each campus will contact families and utilize data from AERIES (general fund), Kern Integrated Data Systems (funded by KCSOS), and Attention2Attendance (funded out of this action) to monitor daily/weekly/monthly chronic attendance rates and identify trends. Implement early intervention protocols to identify students at risk of chronic absenteeism and provide targeted support services to address underlying barriers. This may involve collaborating with social workers and other district staff to personalized interventions, such as mentoring, counseling, and assistance. Provide proactive incentives and targeted interventions including conducting home visits and conferencing followed, as necessary, by Student Attendance Review Team intervention support meetings to target manageable and chronic students. Offer resources, workshops, and family engagement opportunities to empower parents and guardians in promoting positive attendance habits and addressing challenges that may impact their child's attendance. Provide professional development for educators and staff to enhance their understanding of the factors influencing student attendance and equip them with strategies to support positive attendance routines. The attendance information system, A2A, will be utilized to provide Truancy Letters, Tardy Letters, and Excessive Excused Absence Letters to ensure families are aware of their absence status. Data accuracy will continue to be reviewed and prior to the end of contract date other companies will be considered to provide more actionable data. AERIES, the district's Student Information System paid by the general fund, is utilized to run reports for various absence patterns typically prompted by the School Attendance Clerks and SSFs. Absence verification letters are available within the system and may be utilized by SSF's to target individual students who are trending chronic.	$803,915.55	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Provide wrap-around services - focus physical health	A School Nurse will be assigned to each school site to provide physical health services and basic needs assistance to address the holistic needs of students and their families and support regular attendance. In addition, a district health clerk will support health services, communication, and outreach. The nurse will conduct health assessments to identify any underlying health issues that may contribute to chronic absenteeism. This includes identifying students with chronic illnesses, disabilities, or other health concerns that may impact their ability to attend school regularly. The nurse will provide health education sessions for students, parents, and staff on topics such as hygiene, nutrition, and managing chronic health conditions. By promoting overall well-being, the nurse helps reduce absenteeism due to preventable health issues. When students do become ill during school hours, the nurse will provide immediate care and determine if the student needs to go home. By promptly addressing health concerns, the nurses help minimize extended absences due to illness. They will work closely with other support staff to meet the needs of students. The health clerk will support the nurse in providing basic health services, such as administering medications, first aid, and managing student health records. By ensuring students' health needs are addressed promptly, the health clerk helps minimize absences related to health issues. Emergency evacuation / shelter in place materials to support nurses.	$481,140.90	Yes
3.3	Homeless Attendance Campaign	Materials/items to meet basic needs including transportation and support costs to support positive attendance rates for homeless students.	$15,000.00	Yes
3.4	Attendance Recognition	Develop and implement targeted outreach campaigns to raise awareness about the importance of regular attendance among students, parents, and guardians. This includes creating informational materials, organizing workshops, and utilizing various communication channels (e.g., newsletters, social media, parent-teacher conferences) to disseminate information and encourage participation.	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Establish incentive programs to recognize and reward students with exemplary attendance records. Incentives may include certificates of recognition, privileges (e.g., preferred seating, independent choice time), and participation in special events or activities. Targeted attendance campaigns will be focused on TK and Kindergarten as well as the Middle School 7th and 8th grade and foster youth who were the only group increasing chronic attendance at 14.3%. In addition, Student Success Facilitators have been charged with creating attendance incentive programs for Mondays and Fridays to combat low attendance as well as messaging for excessive absences around school break periods. Given student and parent input, a specific focus is expected to be placed on group activities and inclusion of parents for recognition activities.		
3.5	Intra-district transfer attendance support	To support attendance, school connectedness, academic achievement, and continuity of services for unduplicated pupils, the district may maintain and fund up to 3 classroom teachers to maintain student enrollment at their neighborhood school and reduce the need for combination classrooms created by declining enrollment.	$370,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhance parental and community involvement in addressing outcomes for all students by establishing regular communication channels, organizing workshops for shared learning, and collaborating with families to create tailored support plans for students facing challenges assessed through local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The Arvin Union School District has developed the goal of enhancing parental and community involvement as a critical component of the Local Control and Accountability Plan (LCAP) to address outcomes for all students. This goal is rooted in the recognition that student success is deeply influenced by the collaboration and support of families and the broader community.

California Healthy Kids Parent Survey (CHKS) responses indicate a range between 30% and 53% when responding to the question: does the school support you to be an active partner. Three schools met or exceeded their previous results on this question. In response to the CHKS parent question regarding acquiring parent input the range was 32 to 57% with 3 schools showing improved results in this area. Additionally, between 51% and 70% among the four schools felt welcomed. Significantly, these three questions indicate over 50% of parents do not perceive themselves as key stakeholders which requires a deeper dive and focus to improve as staff surveys also indicate similar results. This work will be supported as part of our Community School Implementation Grant work.

ParentSquare will continue to be utilized for the 2026-2027 school year as over 95% are registered and are able to access the platform at the minimum through text messages. However, students mentioned that some parents may not understand how to access the App for fullest use of the platform and that workshops to support utilization would be beneficial which will be planned.

Learning events and workshops were promoted during input by Parents and Students with a focus on positive, engaging themed learning events to be offered at various times including translators to accommodate work schedules with babysitting. These include workshops on Zoom with a variety of learning targets to promote parent involvement and awareness of grade level standards. Organizing workshops for shared learning further strengthens the connections between schools and families by providing opportunities for parents and staff to gain insights into various aspects of enrolled children's education, such as curriculum, assessment, and social-emotional development. These workshops will serve as platforms to exchange ideas, share experiences, and build a sense of community. It is critical to ensure an expanded outreach to engage more parents as sign-in sheets indicate continuing participants represent a small group of engaged parents.

Regular communication channels are essential for fostering strong partnerships between schools, families, and the community. By establishing consistent and accessible communication channels, such as newsletters, emails, and parent teacher conferences/home calls, the district aims to keep families informed about their children's progress, upcoming events, and available resources. This ensures that parents are engaged and empowered to support their children's educational journey effectively.

Collaborating with families to create tailored support plans for students facing challenges is crucial to addressing the diverse needs of all students. By involving parents in the assessment process and soliciting their input, teams can develop personalized support plans that take into account the unique strengths, interests, and challenges of each student. These support plans may include academic interventions or extensions, social-emotional supports, and access to additional resources both within and outside the school community.

Overall, enhancing parental and community involvement aligns with the district's commitment to creating a supportive and inclusive learning environment where every student has the opportunity to thrive. By fostering strong partnerships with families and the community, the district can better support student success, improve academic outcomes, and promote overall well-being as parent participation outside of Parent Conferences is extremely limited as noted by workshop attendance. Specific site events with focus areas and targeted advertising during the 2025-2026 school year prompted large turn-outs, however these are not consistent across the district in scope, quantity, or focus. Parents are requesting grade level specific workshops related to what their child is expected to be learning.

Suggested by parents are folders/packets of materials to support implementing learning from the workshops. Students mentioned that providing food and drinks for parent activities may support encouraging parents to attend and that personal phone calls are good ideas to share information. Events such as Lunch on the Lawn will be planned on a more regular basis given input from students.

Analysis of key metrics further supports the decision to maintain all actions within Goal 4. Student outcomes demonstrated improvement in both mathematics and English language arts, with decreases in Distance from Standard across multiple student groups, indicating strengthened academic performance alongside increased efforts in family engagement. At the same time, survey data reflects mixed perceptions of family engagement, with some increases in parent-reported partnership and input, particularly at the middle school level, while overall results indicate that a significant proportion of families do not yet perceive themselves as active partners in their child’s education. Staff survey results also showed growth in areas such as welcoming environment, collaboration, and supporting student success, further supporting progress in building family-school partnerships. Participation data indicates strong engagement in parent conferences, while workshop attendance and broader participation metrics remain limited or not yet fully established, reinforcing the need to expand access and increase participation across all sites. Goal Analysis findings further demonstrate that communication systems, bilingual outreach, and advisory engagement are producing positive outcomes, while also identifying the need to strengthen implementation of academic workshops, improve communication clarity, and increase engagement beyond a core group of families. For these reasons, all actions within Goal 4 will be maintained to sustain progress, strengthen family engagement systems, and expand equitable opportunities for meaningful participation to support improved outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students identified with chronic absenteeism 4.1A: Homeless 4.1B: African American 4.1C: White 4.1D: All Students 4.1E: English Learners 4.1F: Foster Youth 4.1G: Hispanic 4.1H: Socioeconomically Disadvantaged 4.1I: Students with Disabilities Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	2022-23 RED 4.1A: 42.3% (increased 0.5%) ORANGE 4.1B: 64.1% (declined 10.3%) 4.1C: 35.3% (declined 9.4%) YELLOW 4.1D: 24.6% (declined 9%) 4.1E: 21.1% (declined 8.7%) 4.1F: 16.7% (declined 10.6%) 4.1G: 23.8% (declined 8%) 4.1H: 25% (declined 8.9%) 4.1I: 31.6% (declined 9.1%)	2023-2024 4.1A: 29.7% Orange (Declined 12.6% /Very High) 4.1B: 22.2% no color assigned (Declined Significantly 41.9%) 4.1C: 33.3% Orange (Declined 2% /Very High) 4.1D: 18.9% Yellow (Declined Significantly 5.7%/High) 4.1E: 16.3% Yellow (Declined Significantly 4.7%/High) 4.1F: 15.4% Yellow (Declined 1.3%/High) 4.1G: 18.3% Yellow (Declined Significantly 5.5%/High) 4.1H: 19.4% Yellow	2024-2025 4.1A: 19.1% Yellow- High 4.1B: 14.3% -no color assigned 4.1C: 18.8%- Yellow- High 4.1D: 13.6% Yellow- High 4.1E: 11.2% Yellow- High 4.1F: 31.0% Red- Very High 4.1G: 13.3% Yellow-High 4.1H: 14.0% Yellow- High 4.1I: 21.2% Yellow- Very High 4.1J: LTEL13.0% Yellow- High	2025-26 4.1A: 9% *Green -Decline Significantly -33.3%/Status Medium 4.1B: 9% *Green -Decline Significantly -55.1%/Status Medium 4.1C: 9% *Green - Decline Significantly -26.3% /Status Medium 4.1D: 9% *Green -Decline Significantly -15.6%/Status Medium 4.1E: 9% *Green - Decline Significantly -11.1%/Status Medium 4.1F: 9% *Green -Decline -7.7%/Status Medium 4.1G: 9%	From 2022-2023 to 2024-2025 4.1A: Declined 23.2% 4.1B: Declined 49.8% 4.1C: Declined 16.5% 4.1D: Declined 11% 4.1E: Declined 9.9% 4.1F: Increased 14.3% 4.1G: Declined 10.5% 4.1H: Declined 11% 4.1I: Declined 10.4% 4.1J: LTEL Declined 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Declined Significantly 5.6%/High) 4.1I: 26.6% Yellow (Declined Significantly 5%/High) 4.1J: LTEL 16.5% Yellow (Declined Significantly 6.1%/High) - establish baseline		*Green - Decline Significantly - 14.8%/Status Medium 4.1H: 9% *Green - Decline Significantly - 16%/Status Medium 4.1I: Students with Disabilities 9% *Green -Decline Significantly -22.6%/Status Medium 4.1J: LTEL 9% *Green -Decline 7.5%	
4.2	Distance from Standard for student groups in math: 4.2A: All students 4.2B: English Learners 4.2C: Homeless 4.2D: Socio-economic disadvantaged 4.2E: Students with disabilities 4.2F: Hispanic 4.2G: White Priority 4A: Student Achievement	2022-23 4.2A: (-96) Red 4.2B: (-106.8) Red 4.2C: (-100.1) Orange 4.2D: (-98) Red 4.2E: (-164.1) Red 4.2F: (-95.9) Red 4.2G: (-80.5) Yellow	2023-2024 4.2A: (-85.6) Yellow (Increased 10.5/Low) 4.2B: (-92.9) Yellow (Increased 14/Low) 4.2C: (-112) Red (Declined 11.9/Very Low) 4.2D: (-87.1) Yellow (Increased 10.9/Low)	2024-2025 4.2A: (-76.4) Yellow- Low 4.2B: (-86.2) Yellow- Low 4.2C: (-81.8) Yellow- Low 4.2D: (-79.1) Yellow-Low 4.2E: (-140.1) Orange- Very Low 4.2F: (-76.8) Yellow- Low 4.2G: (-65.2) Yellow- Low	2025-26 4.2A: (-51) *Yellow Increase Significantly +51/Status Low 4.2B: (-61.8) *Yellow Increase Significantly +45/Status Low 4.2C: (-51) *Yellow Increase Significantly +50/Status Low	From 2022-2023 to 2024-2025 4.2A: Increase of 19.6 4.2B: Increase of 20.6 4.2C: Increase of 18.3 4.2D: Increase of 18.9 4.2E: Increase of 24 4.2F: Increase of 19.1 4.2G: Increase of 15.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Dashboard Math		4.2E: (-150.5) Orange (Increased 13.6/Very Low) 4.2F: (-84.9) Yellow (Increased 11.1/Low) 4.2G: (-115.1) Red (Declined Significantly 34.6/Very Low) 4.2H: LTEL (-127.5) Orange (Increased Significantly 24.6/Very Low) - establish baseline	4.2H: LTEL (-123.4) Orange- Very Low	4.2D: (-51) *Yellow Increase Significantly +47/Status Low 4.2E: (-90) *Yellow Increase Significantly +74.1/Status Low 4.2F: (-50.9) *Yellow Increase Significantly +45/Status Low 4.2G: (-35.5) Yellow Increase Significantly +45/Status Low 4.2H: LTEL (-92.9) *Yellow Increased Significantly +34.6/Status Low	4.2H: LTEL Increase of 4.1
4.3	Distance from Standard for student groups in language arts: 4.3A: All students 4.3B: English Learners 4.3C: Homeless 4.3D: Socio-economic disadvantaged 4.3E: Students with disabilities 4.3F: Hispanic 4.3G: White	2022-23 4.3A: (-62) Orange 4.3B: (-76.1) Red 4.3C: (-87.3) Orange 4.3D: (-64.4) Orange 4.3E: (-136.1) Orange 4.3F: (-61.9) Orange 4.3G: (-61.9) Orange	2024-2025 4.3A: (-57.3) Yellow (Increased 4.7/Low) 4.3B: (-68.5) Yellow (Increased 7.7/Low) 4.3C: (-84.9) Red (Maintained 2.4/Very Low)	2024-2025 4.3A: (-50.2) Yellow- Low 4.3B: (-60.5) Yellow- Low 4.3C: (-59.9) Yellow-Low 4.3D: (-53.0) Yellow- Low 4.3E: (-117.5) Orange- Very Low 4.3F: (-50) Yellow-Low	2025-26 4.3A: (-42) decrease of 20 4.3B (-46.1) decrease of 30 4.3C: (-47.3)decrease of 40 4.3D: (-64.4) decrease of 20 4.3E: (-76.1) decrease of 60	From 2022-2023 to 2024-2025 4.3A: Increase of 11.8 4.3B: Increase of 15.6 4.3C: Increase of 27.4 4.3D: Increase of 11.4 4.3E: Increase of 18.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4A: Student Achievement Source: California Dashboard ELA		4.3D: (-59.5) Yellow (Increased 4.9/Low) 4.3E: (-128.8) Orange (Increased 7.3/Very Low) 4.3F: (-56.9) Yellow (Increased 4.9/Low) 4.3G: (-73.8) no color assign 4.3H: LTEL (-86.4) Orange (Increased 4.4/Very Low) - establish baseline	4.3G: (63.7) no color assign 4.3H: LTEL (-75.6) Orange- Very Low	4.3F: (-41.9) decrease of 20 4.3G: (-41.9) decrease of 20 4.3H: (-66.4) decrease	4.3F: Increase of 11.9 4.3G: Decrease of 1.8 4.3H: LTEL Increase of 10.8
4.4	% of parents responding strongly agree to the following questions: *The school encourages me to be an active partner 4.4A: elementary range 4.4B: middle school *The school actively seeks the input of parents. 4.4C: elementary range 4.4D: middle school Priority 3A: Parent Involvement and Family Engagement-	2023-24 4.4A: 39 to 53% 4.4B: 30% 4.4C: 40 to 57% 4.4D: 32%	2024-25 4.4A: 44 to 54% 4.4B: 26% 4.4C: 42 to 55% 4.4D: 33%	2025-26 4.4A: 48 to 51% 4.4B: 49% 4.4C: 42 to 50% 4.4D: 46%	2026-27 4.4A: 65% 4.4B: 60% 4.4C: 65% 4.4D: 60%	2025-26 4.4A: +9 / -2 low and high range % 4.4B: +19 4.4C: +2 / -7 low and high ranges % 4.4D: +14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source:California Healthy Kids Survey Parents					
4.5	% of staff rating topics excelling or higher based on a 4 point rubric: (Emerging, Progressing, Excelling, and Building Capacity) 4.5A: Welcoming Community 4.5B: Communicating Effectively 4.5C: Supporting Student Success 4.5D: Speaking up for Child/Advocacy 4.5E: Sharing Power Leadership 4.5F: Collaborating / Community Priority 3B: Family and Community Engagement Source: Butte County Survey	2023-24 4.5A: 46% 4.5B: 59% 4.5C: 45% 4.5D: 48% 4.5E: 48% 4.5F: 36% 4.5G: 42%	2024-25 4.5A: 48.7% 4.5B: 48.7% 4.5C: 48.1% 4.5D: 47.5% 4.5E: 37.9% (baseline should have been 36 4.5F: 40.3% (baseline should have been 42	2025-26 4.5A: 52% 4.5B: 60% 4.5C: 57.3% 4.5D: 52% 4.5E: 53% (baseline should have been 36) 4.5F: 55% (baseline should have been 42) 4.5G REMOVED- it was an error in baseline year	2026-27 4.5A:60% 4.5B: 70% 4.5C: 60% 4.5D: 60% 4.5E: 60% 4.5F: 55%	2025-26 4.5A: +6% excelling or higher 4.5B: +1% excelling or higher 4.5C: +12.3% excelling or higher 4.5D: +4% excelling or higher 4.5E: +17% excelling or higher *refer to corrected baseline year 1 4.5F: +13% excelling or higher *refer to corrected baseline year 1
4.6	% of students represented by parent attendance in at least one grade level academic workshop 4.6A: TK 4.6B: K 4.6C: 1 4.6D: 2 4.6E: 3 4.6F: 4	2023-24 4.6A: 0% new metric 4.6B: 0% new metric 4.6C: 0% new metric 4.6D: 0% new metric 4.6E: 0% new metric 4.6F: 0% new metric 4.6G: 0% new metric 4.6H: 0% new metric 4.6I: 0% new metric 4.6J: 0% new metric	2024-2025 4.6A: 0% new metric 4.6B: 0% new metric 4.6C: 0% new metric 4.6D: 0% new metric 4.6E: 0% new metric	Discontinuing metric	2026-27 4.6A: 75% 4.6B: 75% 4.6C: 75% 4.6D: 75% 4.6E: 75% 4.6F: 75% 4.6G: 75% 4.6H: 75% 4.6I: 50% 4.6J: 50%	Discontinuing metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4.6G: 5 4.6H: 6 4.6I: 7 4.6J: 8 Priority 3B: Parent Involvement and Family Engagement- Source: District Surveys / sign in		4.6F: 0% new metric 4.6G: 0% new metric 4.6H: 0% new metric 4.6I: 0% new metric 4.6J: 0% new metric			
4.7	% of children represented at parent conferences 4.7A: elementary 4.7B: middle school Priority 3B: Parent Involvement and Family Engagement- Source: School site documentation	2023-24 4.7A: 97% 4.7B: 0% set baseline	2024-2025 4.7A: 98.5% 4.7B: 88%	2025-2026 Spring 4.7A: 100% 4.7B: 91%	2026-27 4.7A: 98% 4.7B: 75%	2025-2026 4.7A: +3% 4.7B: +91%
4.8	% of parents of Special Education students completing Special Education Parent Advisory survey Priority 3C: Parent and Family Engagement- Source: District Parent survey	2023-24 9%	2024-2025 9% - data from 2023-2024	2025-2026 8%	2026-27 33%	2025-2026 -1%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 4 was carried out with partial implementation of planned family engagement actions. Communication systems, bilingual outreach, advisory participation, and family events continued as planned, and parent conference participation increased. However, some enhanced parent engagement elements, especially expanded academic workshops were delayed and therefore not fully implemented in the form originally envisioned.

Action 4.1: Communication systems and parent awareness was implemented through ParentSquare, bilingual outreach, school events, advisory committee participation, and continued communication regarding attendance and academic success. Successes included the addition of Parent Engagement Committees (PEC) at each school and Parent Teacher Home Visits began summer of 2025-2026 and continued to expand through the year. There was increased parent conference participation, continued advisory participation, and positive parent feedback on bilingual communication and direct outreach. Implementation of bilingual communication systems continued to support access for families, particularly through DELAC, DAC, and Migrant Parent Advisory Council meetings. These efforts helped ensure parents remained informed about district programs and student progress. CHKS "encourages active partnership" and "actively seeks input" were raised from the lowest school score and increased by double digits at the middle school. The district also notes increases in teacher reported scores in Butte County Survey on Family and Community Engagement led by increases in Welcoming, Supporting Student Success, Sharing Power, and Collaboration. Challenges included ensuring that all families understood how to use communication platforms effectively and addressing concerns with communicating and collaborating measures.

Action 4.2: Enhanced parent engagement opportunities was only partially implemented as originally planned. After-school workshops continued at sites and parent conferences were modified to emphasize outreach and strategies for success rather than simple data reviews. The broader workshop model visualized in the LCAP is moving through planning stages with collaboration including key elements around which to focus parent workshops and initial workshop slides and activities are being created.

Overall, Goal 4 was carried out with meaningful success in communication and relationship-building but only partial implementation of the expanded workshop and home visit vision. Successes included increased conference participation and strong advisory engagement. Challenges included low workshop participation beyond a core group of families, delayed implementation of enhanced engagement strategies, and the need for a clearer districtwide communication plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 Actual costs were significantly less than estimated as there was a vacancy for several months in the district specially funded clerk position at various times through the year. Costs for materials were less than estimated
Action 4.2 Parent Teacher Home Visits have begun, yet those participating currently do not yet maximize funds allocated resulting in less costs than estimated in Community Schools Funds. Academic workshops for parents have not yet been significantly modified, yet planning continues to maximize engagement and alignment to standards, resulting in decreasing expenditures vs. budgeted costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 4 have been effective in strengthening family engagement and improving communication between schools and families, as demonstrated through increased parent participation in conferences and engagement events. This is further evidenced through continued strong participation in advisory groups, and positive educational partner feedback regarding communication systems and family support programs. Educational partner input confirms that ParentSquare communication, bilingual outreach, Family Resource Center services, and family workshops continue to strengthen partnerships between schools and families.

Actions 4.1 and 4.2
Family Communication Systems and Parent Engagement Opportunities focused on strengthening communication systems and increasing opportunities for parent participation through ParentSquare communication, workshops, and family outreach efforts leading to improved student outcomes.
Metrics:
Source: California Dashboard

4.1- Chronic absenteeism decreased in 9 out of 10 student groups.
4.2- 8 of 8 student groups increased in math a range of 4.1 to 24 points.
4.3- 7 of 8 student groups increased in Language Arts a range of 10.8 to 27.4.

Due to:
Continued use of ParentSquare with high family registration rates
Continued bilingual communication and translation supports
Continued parent workshops focused on academic support
Increased participation in parent conferences across all school sites
Continued strong attendance at family engagement events

4.4 Parent responses to active parent participation increased 9% from lowest scoring sites for elementary to 19% at Haven Drive Middle School.

Educational partner input confirmed:
Parents value consistent communication
Parents appreciate bilingual outreach
Parents request additional academic workshops

Strengths identified:
Strong ParentSquare usage rates
Increased parent conference participation
Continued family event participation
Improved communication consistency

Concerns identified:
Need to continue training families on ParentSquare features
Need to expand workshop availability yet moving from meeting/workshop formats to family engagement formats as identified differences were great
Need to increase participation among families not yet engaged

Effectiveness Determination:
This action is considered effective, as demonstrated by increased parent participation, continued strong communication systems, decreases to student chronic absenteeism and increase in Language Arts and Math.

Action 4.2
Continued Family Resource Center services supporting families
Continued participation in DAC, DELAC, and PAC advisory groups
Continued partnerships with community organizations
Continued parent engagement opportunities

Educational partner feedback confirmed:
Families value Family Resource Center/Community School supports
Parents appreciate opportunities to provide input
Community partnerships support family needs

Strengths identified:
Strong advisory group participation
Continued Family Resource Center utilization
Positive feedback from families regarding services
Continued parent leadership participation

Concerns identified:
Need to broaden participation among underrepresented families
Need to increase awareness of available services
Need to continue outreach to harder-to-reach families

Effectiveness Determination:
This action is considered effective, as demonstrated by continued parent advisory participation, parent participation in conferences, strong Family Resource Center utilization, and positive educational partner feedback regarding family support systems.

Based on Year 2 outcomes and educational partner input, Goal 4 actions are considered effective, particularly in improving communication systems and maintaining strong family engagement opportunities. Continued refinement will focus on expanding participation and strengthening access to family engagement supports, and cultivating authentic educational partnerships with families and community members who actively support student success within the district.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on analysis of Year 2 implementation, educational partner input, and participation trends in family engagement activities, the district determined that the overall Goal 4 structure, metrics, and desired outcomes remain appropriate. Feedback from parents, advisory groups, and staff indicates that current actions supporting communication, family engagement opportunities, and Family Resource Center services continue to meet identified needs although increasing participation is key to success. As a result, no major structural changes were made. Refinements focus on expanding outreach efforts and increasing access to family engagement opportunities based on educational partner feedback.

Metric 4.5- Metric 4.5G removed as was included in baseline in error. Calculations for 4.5E and 4.5F recalculated with data included in year 1 notes.

Action 4.1 – (Family communication systems and parent engagement opportunities)
No structural changes were made to this action as educational partner feedback continues to support the effectiveness of ParentSquare communication, bilingual outreach, and family workshops. Refinements include increased support for families in using ParentSquare/Google forms communication tools including online registration and updates and expansion of family workshops focused on supporting student learning at home. Expenditures associated with personnel were adjusted to reflect a 1% salary increase and updated benefit rates.

Action 4.2 – Family engagement programs and activities
This action has been expanded to include supplemental hands-on learning materials and family resource kits aligned to the content presented during family workshops. Based on educational partner feedback, families requested additional tools and resources to support literacy, mathematics, and English language development activities at home. Additional funding has been allocated to provide standards-aligned take-home materials that allow families to immediately implement strategies learned during workshops and parent conferences. The action also clarifies the connection between family engagement activities, home learning supports, translation services, and student academic outcomes for unduplicated pupils.

Summary of Changes to Goal 4
No changes were made to the goal.
Metric 4.6 is being discontinued.
No actions were added or removed.
Refinements focus on expanding access and participation in family engagement opportunities.
Budget allocations for staffing remained consistent while materials for both action steps were revised to align with planned workshops.
The district determined that maintaining the current actions is appropriate due to continued positive educational partner feedback and strong participation in family engagement opportunities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhanced Parent Communication	A Parent Ambassador Coordinator will lead district communications through the utilization of Parent Square, Facebook, printed newsletters, and posting to the district website. This funded position will support coordination of outreach services and workshops with staff funded out of other action steps including: Student Success Facilitators per site, Campus Supervisors at each site, Social Workers at each site and the district mental health center, and administration to build a stronger home to school connection for families. Workshops will be determined by Trimester. These efforts and others will be supported by the district Parent Ambassador Coordinator and the District Specially Funded Clerk directly responsible for participating in district parent meetings for interpretation and to facilitate translation of district level communications. Ensure communications and workshops include why, who, what and how- in that order as educational partner feedback has prompted. Focus on branding to specifically address goal areas rather than general language like "lunch on the lawn". Specially Funded Clerks (1 per school site) will support parent communication at each site (funded out of this action step). Funds for translating for parent conferences to continue. School sites will be expected to post regularly utilizing Parent Square including promotion of upcoming events, day to day activities on campus, and to share celebrations. Expand services through a Community Schools Grant Implementation Grant and Community Engagement Grant will begin. Goals include building capacity of community outreach through on site services, FRC expansion, and home/school outreach through funded visits. Parent Square is funded out of this action step as will Zoom for virtual meetings.	$972,500.50	Yes
4.2	Enhanced parent engagement opportunities	To strengthen family engagement and increase student achievement in English Language Arts, Mathematics, and English Language Development, the district will provide a series of standards-aligned parent workshops designed to build families' capacity to support learning at home.	$575,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Educational partner feedback continues to identify a need for practical strategies and resources that help families actively participate in their children's academic success. Following collaborative planning by the District Equity TOSA, Teachers on Special Assignment, site administrators, and instructional staff, each school will provide grade-level and department-specific family workshops throughout the school year. Workshops will focus on academic standards, instructional strategies, literacy development, mathematics skills, English language development, assessment results, and activities that families can use to reinforce classroom learning at home. Workshops may be offered in person, virtually, through recorded sessions, or through a combination of delivery methods to increase accessibility for families. To increase the effectiveness of these workshops, the district will provide supplemental hands-on learning materials and family resource kits aligned to workshop content. Materials may include literacy resources, mathematics manipulatives, language development activities, educational games, books, practice materials, and other standards-aligned resources that allow families to immediately apply strategies learned during workshops and continue supporting student learning at home. These materials are intended to reduce barriers to participation and ensure that families have access to the resources necessary to reinforce academic learning outside of the school day. The district will also provide translation and interpretation services for conferences and family engagement activities to increase access for families of English Learners. Parent conference practices will continue to be refined to emphasize both the sharing of student progress and practical strategies families can implement at home to support academic growth. This action is principally directed toward unduplicated pupils, including English Learners, low-income students, and foster youth, by increasing family capacity to support academic achievement, strengthening home-school partnerships, expanding access to educational resources, and providing families with the tools necessary to support standards-based learning. Parent Teacher Home Visits funded through Community Schools		

Action #	Title	Description	Total Funds	Contributing
		will further support this effort by strengthening relationships between families and schools and reinforcing learning beyond the classroom.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Develop and implement strategies (targeted initiatives) to ensure a minimum of one year academic growth per year for all students, as measured by state standardized assessments and classroom formative assessments.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is born out of the recognition that every student deserves to make meaningful academic progress each year; regardless of their background or circumstances. It is imperative for the district to focus on this goal, especially in light of its performance rating of Red or Orange on the California Dashboard. These ratings indicate areas where the district is not meeting performance standards, highlighting the urgent need for improvement. Furthermore, the presence of significant disparity among student groups underscores the importance of addressing academic growth comprehensively and to targeted students to ensure equity in education.

MATHEMATICS DASHBOARD- 2023-2024
District groups identified as lowest performance level RED areas in Math include:
Overall District- (-96 maintained 1.2)
District student groups- All Students (-96 maintained 1.2), English Learners (-106.8 maintained 2.3), Hispanic (-95.9 maintained 1.5), Low Income (-98 maintained 1.7), Students with Disabilities (-164 declined 19.4)

School Sites identified as the lowest performance level RED:
Haven Drive (-116.9 maintained 0.6)

School site student groups identified at the lowest performance level RED include:
Haven Drive- Hispanic (-115.3 maintained 2.5)
Bear Mountain- English Learners (-98.1 declined -9.8), Students with Disabilities (-164.7 declined -46.8)
El Camino Math- Students with Disabilities (-150.3 declined -21.5)
Sierra Vista Math- Students with Disabilities (-141.5 declined -27.3)

LANGUAGE ARTS DASHBOARD 2023-2024
District groups identified as having the lowest performance level RED areas in English Language Arts include:
English Language Arts- English Learners (-76.1 maintained -0.5), Students with Disabilities (-136.1 declined 12.1)

School Sites identified as the lowest performance level RED:
Bear Mountain (-83.7 declined -12.6) and Sierra Vista (-71.8 declined -3.8)

School site student groups identified at the lowest performance level RED:
Bear Mountain- English Learners (-98.1 declined -20.8), Hispanic (-84.7 declined -13), Low income (-86.2 declined -12.9), Students with Disabilities (-144.5 declined -54.2)
El Camino- Students with Disabilities (-136.7 declined -8.5)
Sierra Vista- English Learners (-78.7 declined -5.7; Hispanic -72 declined -4.1), Low income (-72.9 declined -3.3)

Multi-year patterns of declines in student proficiency at grade level in both language arts and math, are evidenced by I-Ready diagnostic outcomes as students progress through the grade levels. This indicates a lack of instruction at grade-level beginning in the foundational grade levels. Tier 1 grade level instruction gaps are exponentially increased without standards-aligned lessons and targeted differentiation/intervention/extension within the regular classroom. Tier II intervention cannot fix a district-wide need, we must focus on Tier I instruction utilizing Tier II and Tier III interventions only through systemic screeners. This is a multi-year turn-around project that continues to evolve. 2023-2024 End of Year I-Ready demonstrates that 40% of 3rd graders, an increase of 4%, are performing at grade level and a decrease of Tier 3 totals 7%. 95% Intervention Program and MTSS at the K-3 level has directly impacted this positive growth. A 2% decline in Tier 3 district wide for all grades indicates incremental growth which must be sustained through systematic implementation and monitoring of the learning zone.

Formative data through I-Ready 2023-2024 end of year data indicates 33%% of students scoring early or mid/above grade level in Reading and 31% of students scored two or more below grade level. 53% of students met their I-Ready growth goal and 21% met their stretch goal.
English Learners: 1% growth in Language Arts to 32 % early to above grade level and a decrease of 1% two years or more below grade level.
Socio-economically disadvantaged: 1% growth in Language Arts to 32% early to above grade level and a decrease of 1% two years or more below grade level.
Students with Disabilities: 1% increase in Language to 31% early to above grade level and a decrease of 1% two years or more below grade level.
Formative data through I-Ready end of year data indicates 29% of students scoring early or mid/above grade level in Math and 25% of students scored two or more grade levels below grade level. 51% of students met their I-Ready growth goal and 20% met their stretch goal.
English Learners: 2% growth in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level.
Socio-economically disadvantaged: 2% growth in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level.
Students with Disabilities: 2% increase in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level.
I-Station 2023-2024 Reading Growth in Spanish for students grades K-6 indicates 20% of students grew one or more levels, 62.1% maintained, and 18% declined 1 or more levels.

While there is movement from the lowest band (3 years below grade level) in Math, and 2 years below grade level in Language Arts on I-ready end of year assessments and a high percentage of students are meeting growth targets in 2024-2025, there is not significant movement between bands.

2023-2024 STAR data for the middle school indicates no significant gains or loss in the percentages of students in the at/above benchmark for language arts or math.

SPRING ELA PERCENT STUDENTS BENCHMARK
7th grade
18% 54 AT/ABOVE BENCHMARK
82% 245 BELOW BENCHMARK

8th grade
27% 78 AT/ABOVE BENCHMARK
73% 213 BELOW BENCHMARK

SPRING MATH PERCENT STUDENTS BENCHMARK
7th grade
36% 112 AT/ABOVE BENCHMARK
64% 197 BELOW BENCHMARK

8th grade
38% 113 AT/ABOVE BENCHMARK
62% 181 BELOW BENCHMARK

Physical Education outcomes are not moving in a positive direction and the PE focus for single subject teachers will be revised to focus significantly more on foundational fitness rather than games.

Developing and implementing targeted initiatives to ensure academic growth aligns with the district's commitment to providing a high-quality education that prepares all students for success; which for us is college or career readiness. By focusing on strategies that are evidence based and providing instruction that is aligned to grade level standards, the district can address gaps in achievement and promote equitable outcomes for all students. By prioritizing academic growth for all students, the district aims to create a more equitable and inclusive learning environment where every student has the support and resources they need to succeed. 2024-2025 data from state and local measures (while indicating improvements in many areas) continues to reflect needs for all students and specific student groups as noted in the Measuring and Reporting Results following.

While recent data indicates areas of incremental growth across multiple measures, including improvements in Distance From Standard (DFS) in both English Language Arts and Mathematics, overall outcomes continue to reflect low performance levels on the California Dashboard and limited movement across performance bands for many student groups. Persistent disparities among student groups, particularly English Learners and Students with Disabilities, along with continued gaps in grade-level proficiency, demonstrate that current instructional practices require sustained focus and refinement. Local assessment data further highlights the need to strengthen Tier 1 core instruction, ensure consistent implementation of standards-aligned practices, and utilize targeted interventions to support student learning. For these reasons, the district has developed Goal 5 to continue and strengthen existing actions, address ongoing academic gaps, and ensure consistent, equitable access to high-quality instruction and supports for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Distance from Standard for student groups in language arts: 5.1A: All students 5.1B: English Learners 5.1C: Homeless 5.1D: Socio-economic disadvantaged 5.1E: Students with disabilities 5.1F: Hispanic 5.1G: White Priority 4A: Student Achievement Source: California Dashboard Language Arts	2022-23 5.1A: (-62) Orange 5.1B: (-76.1) Red 5.1C: (-87.3)Orange 5.1D: (-64.4)Orange 5.1E: (-136.1) Orange 5.1F: (-61.9) Orange 5.1G: (-61.9) Orange	2023-2024 5.1A: (-57.3) Yellow Increased 4.7/ Low 5.1B: (-68.5) Yellow Increased 7.7/ Low 5.1C: (-84.9) Red Maintained 2.4/ Very Low 5.1D: (-59.5) Yellow Increased 4.9/ Low 5.1E: (-128.8) Orange Increased 7.3 / Very Low 5.1F: (-56.9) Yellow Increased 4.9 / Low 5.1G: (-73.8) no color assign 5.1H: LTEL (-86.4) Orange Increased 4.4/ Very Low - establish baseline	2024-2025 5.1A: (-50.2) Yellow- Low 5.1B: (-60.5) Yellow- Low 5.1C: (-59.9) Yellow-Low 5.1D: (-53.0) Yellow- Low 5.1E: (-117.5) Orange- Very Low 5.1F: (-50) Yellow-Low 5.1G: (63.7) no color assign 5.1H: LTEL (-75.6) Orange- Very Low	2025-26 5.1A: (-42) decrease DFS 20 5.1B (-46.1) decrease DFS 30 5.1C: (-47.3) decrease DFS 40 5.1D: (-64.4) decrease DFS 20 5.1E: (-76.1) decrease DFS 60 5.1F: (-41.9) decrease DFS 20 5.1G: (-41.9) decrease DFS 20 5.1H: (-66.4) decrease DFS 20	From 2022-2023 to 2024-2025 5.1A: Increase of 11.8 5.1B: Increase of 15.6 5.1C: Increase of 27.4 5.1D: Increase of 11.4 5.1E: Increase of 18.6 5.1F: Increase of 11.9 5.1G: Decrease of 1.8 5.1H: LTEL Increase of 10.8
5.2	Distance from Standard for student groups in math: 5.2A: All students 5.2B: English Learners 5.2C: Homeless	2022-23 5.2A: (-96) Red 5.2B: (-106.8) Red 5.2C: (-100.1) Orange 5.2D: (-98) Red 5.2E: (-164.1) Red	2023-2024 5.2A: (-85.6) Yellow Increased 10.5 Low	2024-2025 5.2A: (-76.4) Yellow- Low 5.2B: (-86.2) Yellow- Low	2025-26 5.2A: (-45) *Yellow Increase Significantly decrease 51/Status Low	From 2022-2023 to 2024-2025 5.2A: Increase of 19.6 5.2B: Increase of 20.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5.2D: Socio-economic disadvantaged 5.2E: Students with disabilities 5.2F: Hispanic 5.2G: White Priority 4A: Student Achievement Source: California Dashboard Math	5.2F: (-95.9) Red 5.2G: (-80.5) Yellow	5.2B: (-92.9) Yellow Increased 14 Low 5.2C: (-112) Red Declined 11.9 Very Low 5.2D: (-87.1) Yellow Increased 10.9 Low 5.2E: (-150.5) Orange Increased 13.6 Very Low 5.2F: (-84.9) Yellow Increased 11.1 Low 5.2G: (-115.1) Red Declined Significantly 34.6 Very Low 5.2H: LTEL (-127.5) Orange Increased Significantly 24.6 Very Low - establish baseline	5.2C: (-81.8) Yellow- Low 5.2D: (-79.1) Yellow-Low 5.2E: (-140.1) Orange- Very Low 5.2F: (-76.8) Yellow- Low 5.2G: (-65.2) Yellow- Low 5.2H: LTEL (-123.4) Orange- Very Low	5.2B: (-61.8) *Yellow Increase Significantly decrease 45/Status Low 5.2C: (-51) *Yellow Increase Significantly decrease 50/Status Low 5.2D: (-51) *Yellow Increase Significantly decrease 47/Status Low 5.2E: (-90) *Yellow Increase Significantly decrease 74.1/Status Low 5.2F: (-50.9) *Yellow Increase Significantly decrease 45/Status Low 5.2G: (-35.5) Yellow Increase Significantly decrease 45/Status Low	5.2C: Increase of 18.3 5.2D: Increase of 18.9 5.2E: Increase of 24 5.2F: Increase of 19.1 5.2G: Increase of 15.3 5.2H: LTEL Increase of 4.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					5.2H: (-92) Decrease 35	
5.3	Percent of Students reading on grade level by 3rd grade 5.3A Met or above grade level 5.3B early on grade level 5.3C total on grade level Priority 8: Student Achievement Source: I-Ready	2023-24 5.3A 12% 5.3B 28% 5.3C 40%	2024-25 5.3A 13% 5.3B 25% 5.3C 38%	2025-2026 5.3A 12% 5.3B 26% 5.3C 38%	2026-27 5.3A 40% 5.3B 20% 5.3C 60%	2025-26 5.3A 0 5.3B -2% 5.3C -2%
5.4	% of students reported as meeting or exceeding standard in science 2022-2023 5.4A All Students 5.4B English Learners 5.4C Homeless 5.4D Socio-economic disadvantaged 5.4E Students with Disabilities 5.4F African American 5.4G Hispanic 5.4H White not reported 5.4I Migrant Priority 4A: Student Achievement-CAASPP California Assessment of Science	2022-23 5.4A 10.13% 5.4B 3.01% 5.4C 15.38% 5.4D 9.66% 5.4E 0% 5.4F 9.09% 5.4G 9.69% 5.4H not reported 5.4I 11.11%	2023-2024 5.4A 15.71% Increased 5.58% 5.4B 3.44% Increased 0.43% 5.4C 0% Not reported 5.4D 16.25% Increased 6.59% 5.4E 0% Not reported 5.4F 0% Not reported 5.4G 9.69% 5.4H not reported 5.4I 12.63% Increased 1.52%	2025-2026 5.4A 18.05% Increased 2.34% 5.4B 4.16% Increased 0.72% 5.4C 9.52% Decreased from 2022-2023 by 5.86% 5.4D 16.58% Increased 0.33% 5.4E 1.89% 5.4F not reported 5.4G 18.42% Increased 8.73% 5.4H 5.88% 5.4I 16.66% Increased 4.03%	2025-26 5.4A 25.13% increase 15% 5.4B 23.01% increase 20% 5.4C 25.38% increase 10% 5.4D 24.66% increase 15% 5.4E 15% increase 15% 5.4F 24.09% increase 15% 5.4G 24.69% increase 15% 5.4H 25% 5.4I 25.11% increase 14%	5.4A Increased 7.92% 5.4B Increased 1.15% 5.4C Decreased 5.86% 5.4D Increase 6.92% 5.4E Increased 1.89% 5.4F Not reported 5.4G Increased 8.73% 5.4H Increased 5.88% 5.4I Increased 5.55%
5.5	% writing proficiency pass rate by grade 5.5A K	2023-24 5.5A 0% - new metric 5.5B 0% - new metric	2024-25 5.5A 38% 5.5B 26.6%	2025-2026 5.5A 36% 5.5B 29%	2026-27 5.5A 45% 5.5B 45%	2025-2026 difference from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5.5B 1 5.5C 2 5.5D 3 5.5E 4 5.5F 5 5.5G 6 5.5H 7 5.5I 8 Priority 8: District writing benchmarks Source: SchoolCity	5.5C 0% - new metric 5.5D 0% - new metric 5.5E 0% - new metric 5.5F 0% - new metric 5.5G 0% - new metric 5.5H 0% - new metric 5.5I 0% - new metric	5.5C 39.3% 5.5D 21% 5.5E 21% 5.5F 32.8% 5.5G 52% 5.5H 44.6% 5.5I 44.1%	5.5C 38% 5.5D 30% 5.5E 28% 5.5F 33% 5.5G 53% 5.5H 32% 5.5I 55 %	5.5C 45% 5.5D 45% 5.5E 45% 5.5F 45% 5.5G 55% 5.5H 60% 5.5I 60%	2024-2025 added metric 5.5A 36% 5.5B 29% 5.5C 38% 5.5D 30% 5.5E 28% 5.5F 33% 5.5G 53% 5.5H 32 % 5.5I 55%
5.6	% at CAA achievement Levels 1, 2, 3 Language Arts 5.6A All students 5.6B Socio-economically disadvantaged 5.6C English Learners 5.6D Hispanic Priority 4A: Student Achievement-California Alternate Assessment Source: CAASPP ELA	2022-23 5.6A Level 1 64% Level 2 24% Level 3 12% 5.6B Level 1 59.09% Level 2 27.27% Level 3 13.64% 5.6C Level 1 86.67% Level 2 0% Level 3 13.33% 5.6D Level 1 65.22% Level 2 21.74% Level 3 13.04%	2023-2024 5.6A Level 1 61.9% Declined 2.1 Level 2 19.05% Declined 4.95% Level 3 19.05% Increased 7.05% 5.6B Level 1 61.9% Increased 2.81% Level 2 19.05% Decreased 8.22 Level 3 19.05% Increased 5.41 5.6C Level 1 75% Decreased 11.67 Level 2 16.67% Increased 16.67 Level 3 8.33% Decreased 5	2024-2025 5.6A Level 1 54.84% Declined 7.06% Level 2 22.58% Increased 3.53% Level 3 22.58% Increased 3.53% 5.6B Level 1 54.84% Decreased 7.06% Level 2 22.58% Increased 3.53% Level 3 22.58% Increased 3.53% 5.6C Level 1 69.23% Decreased 5.77% Level 2 15.38% Decreased 1.29% Level 3 15.38% Increased 7.05%	2025-26 5.6A Level 1 50% Level 2 38% Level 3 12% 5.6B Level 1 50% Level 2 36% Level 3 14% 5.6C Level 1 75% Level 2 11% Level 3 14% 5.6D Level 1 55% Level 2 31% Level 3 14%	2022-2025 5.6A Level 1 Decreased 9.16% Level 2 Decreased 1.42% Level 3 Increased 10.58% 5.6B Level 1 Decreased 4.25% Level 2 Decreased 4.69% Level 3 Increased 8.94% 5.6C Level 1 Decreased 17.44% Level 2 Increased 15.38% Level 3 Increased 2.05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5.6D Level 1 61.9% Decreased 3.32 Level 2 19.05% Decreased 2.69 Level 3 19.05% Increased 6.01	5.6D Level 1 56.67% Decreased 5.23% Level 2 20.00% Increased 0.95% Level 3 23.33% Increased 4.28%		5.6D Level 1 Decreased 8.55% Level 2 Decreased 1.74% Level 3 Increased 10.29%
5.7	% at CAA achievement Levels 1, 2, 3 Math 5.7A All students 5.7B Socio-economically disadvantaged 5.7C English Learners 5.7D Hispanic Priority 4A: Student Achievement-California Alternate Assessment Source: CAASPP Math	2022-23 5.7A Level 1 72% Level 2 20% Level 3 8% 5.7B Level 1 72.73% Level 2 18.18% Level 3 9.09% 5.7C Level 1 86.67% Level 2 13.33% Level 3 0% 5.7D Level 1 69.57% Level 2 21.74% Level 3 8.7%	2023-2024 5.7A Level 1 85.71% Increased 13.71 Level 2 14.29% Decreased 5.71 Level 3 0% Decreased 8 5.7B Level 1 85.71% Increased 12.98 Level 2 14.29% Decreased 3.89 Level 3 0% Decreased 9.09 5.7C Level 1 91.67% Increased 5 Level 2 8.33% Decreased 5 Level 3 0% No change 5.7D Level 1 85.71% Increased 16.14 Level 2 14.29% Decreased by 7.45	2024-2025 5.7A Level 1 64.52% Decreased 21.19% Level 2 22.58% Increased 8.29% Level 3 12.9% Increased 12.9% 5.7B Level 1 64.52% Decreased 21.19% Level 2 22.58% Increased 8.29% Level 3 12.90% Increased 12.9% 5.7C Level 1 76.92% Decreased 14.75% Level 2 15.38% Increased 7.05% Level 3 7.69% Increased 7.69% 5.7D Level 1 63.33% Decreased 22.38%	2025-26 5.7A Level 1 60% Level 2 32% Level 3 8% 5.7B Level 1 60% Level 2 30% Level 3 10% 5.7C Level 1 75% Level 2 20% Level 3 5% 5.7D Level 1 60% Level 2 31% Level 3 9%	2022-2025 5.7A Level 1 Decreased 7.48% Level 2 Increased 2.58% Level 3 Increased 4.9% 5.7B Level 1 Decreased 8.21% Level 2 Increased 4.4% Level 3 Increased 3.81% 5.7C Level 1 Decreased 7.35% Level 2 Increased 2.05% Level 3 Increased 7.69% 5.7D Level 1 Decreased 6.24% Level 2 Increased 1.59%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Level 3 0% Decreased 8.7	Level 2 23.33% Increased by 9.04% Level 3 13.33% Increased 13.33%		Level 3 Increased 4.63%
5.8	% of students at/above benchmark Spring Assessment 5.8A 7th grade ELA 5.8B 8th grade ELA 5.8C 7th grade Math 5.8D 8th grade Math Priority 8 STAR Language Arts and Math Source: Renaissance STAR	2023-24 5.8A 18% 5.8B 27% 5.8C 36% 5.8D 38%	2024-25 5.8A 40% 5.8B 39% 5.8C 39% 5.8D 48%	2025-2026 5.8A 42% 5.8B 41% 5.8C 44% 5.8D 42%	2026-27 5.8A 50% 5.8B 50% 5.8C 55% 5.8D 55%	2025-26 5.8A +24% 5.8B +14% 5.8C +8% 5.8D +4%
5.9	% of students at performance standard 5.9A Aerobic 5th 5.9B Aerobic 7th 5.9C Abdominal Strength 5th 5.9D Abdominal Strength 7th 5.9E Trunk Extension Strength 5th 5.9F Trunk Extension Strength 7th 5.9G Upper Body Strength 5th 5.9H Upper Body Strength 7th 5.9I Flexibility 5th 5.9J Flexibility 7th	2023-24 5.9A Not reported - requires weight 5.9B Not reported - requires weight 5.9C 35% 5.9D 84% 5.9E 95% 5.9F 93% 5.9G 42% 5.9H 75% 5.9I 63% 5.9J 47% 5.9K 34.8 5.9L 35.4	2024-2025 5.9A Not reported -requires weight 5.9B Not reported -requires weight 5.9C 73% 5.9D 66% 5.9E 99% 5.9F 89% 5.9G 72% 5.9H 46% 5.9I 69% 5.9J 69% 5.9K 44% 5.9L 26%	2025-2026 5.9A Not reported-requires weight 5.9B Not reported-requires weight 5.9C 53.27% 5.9D 68.18% 5.9E 95.42% 5.9F 86.69% 5.9G 59.15% 5.9H 32.14% 5.9I 70.59% 5.9J 76.30% 5.9K 69.8% 5.9L 67.9%	2026-27 5.9A Not reported - requires weight 5.9B Not reported - requires weight 5.9C 84% 5.9D 92% 5.9E 99.4% 5.9F 98.5% 5.9G 75% 5.9H 85% 5.9I 75% 5.9J 75% 5.9K 34.8 5.9L 35.4	2025-2026 5.9A Not reported-requires weight 5.9B Not reported-requires weight 5.9C +18.27% 5.9D -15.82% 5.9E +0.42% 5.9F -6.31% 5.9G +17.15% 5.9H -42.86% 5.9I +7.59% 5.9J +29.3% 5.9K +35% 5.9L +32.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students meeting 6 of 6 criteria 5.9K elementary 5.9L middle school Priority 8- Other Student Outcomes Source: Physical Fitness Testing					
5.10	NA Priority 4 - B A-G Requirements	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	NA
5.11	NA Priority 4 - C Career Technical Education Pathways	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	NA
5.12	NA Priority 4-H Pupils prepared for college	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	NA
5.13	NA Priority 4 - G Advanced Placement Passage Rate	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	NA
5.14	NA Priority 4 - D Completion of A-G requirements and Career Technical Education Pathways	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	NA

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 5 was carried out with sustained implementation of assessment systems, intervention staffing, supplemental materials, library and enrichment supports, expanded learning, and professional development. The district continued to align academic supports to data and used intervention staffing, local assessments, and professional learning to respond to persistent foundational skill needs in literacy and mathematics. The overall goal structure remained in place without a change in direction.

Actions 5.1–5.3: Assessment systems, intervention staffing, and supplemental materials were implemented as planned and formed the core of the district's academic response. Assessment tools were used to inform instructional decisions; intervention teachers and aides used the data to determine placement and regrouping; and supplemental materials supported differentiated instruction and evidence-based practices. A substantive refinement within this area was the addition of LCRSET and LREBG staffing and materials within Action 5.2 and the removal or reduction of some technology components in Action 5.3 to focus more directly on student services. Successes included improved student outcomes in language arts and mathematics; challenges included continued high numbers of students below grade level and uneven reading performance, including a slight decline in on-grade-level reading for 3rd grade despite gains in foundational skills.

Actions 5.4–5.6: Library, field trips, and expanded learning were implemented and continued to support academic engagement and exposure. Library staff promoted reading comprehension and listening comprehension yet consistency of program delivery between campuses varies and implementation at the middle school was a challenge a noted by middle school students. Field trips supported real-world application of math, language arts, and science; and expanded learning sessions focused on ELA, math, science, and STEAM. A refinement in implementation was that field trips appeared to support content knowledge more than writing, and future work was identified around adding formative assessments to better monitor field trip impact. Expanded learning at the middle school included pre- and post-testing and supported science outcomes as students transitioned into the middle grades.

Actions 5.7–5.8: Academic incentives and professional development continued as planned, with professional development influencing classroom instruction as seen in walkthroughs and staff survey responses. The district also maintained a focus on standards alignment, PLTs, and data use. Challenges remained around the magnitude of need, as local and state data continued to show large numbers of students significantly below grade level, reinforcing the need for continued intervention and stronger Tier 1 instruction.

Overall, Goal 5 was carried out with strong implementation across most action steps and only moderate refinements in staffing, materials, and measurement. Successes included stronger use of assessment data, sustained intervention supports, and continued enrichment opportunities. Challenges included persistent foundational skill deficits, the need to intensify support for students furthest from standard, and the importance of continuing to align resources to the highest-need students and content areas.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.1: Costs were slightly lower than expected given contract costs for projected assessments.

Action 5.2: Costs were significantly lower than expected given difficulty keeping positions filled and high numbers of absences in multiple positions.
Action 5.3: Costs for materials were lower than budgeted. Technology care has also increased the lifespan of mice and headphones.
Action 5.4: No material difference.
Action 5.5: Field trip costs were not as high as projected. District busses are being used for a majority of field trips resulting in significantly less costs than budgeted charters.
Action 5.6: ASES, 21st Century, and Title IV provided funds for the majority of after- school expanded learning at the middle school. Summer school costs are still pending and this estimate is tentative.
Action 5.7: No material difference.
Action 5.8: Professional Development costs were less than budgeted. Focuses were mainly targeted to on-site PLT and coaching. A large group was not sent this year to AVID.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 5 have been effective in improving academic achievement in English Language Arts and Mathematics across multiple student groups, as demonstrated by measurable improvements in California Dashboard Distance From Standard (DFS), improvements in local diagnostic data, and increased implementation of Tier 1 and Tier 2 instructional supports. Educational partner input confirms that intervention staffing, diagnostic tools, professional learning, and expanded learning opportunities have strengthened instructional supports and student learning outcomes.

Year 2 data demonstrates significant growth compared to baseline among multiple student groups, although continued needs remain for Students with Disabilities and students significantly below grade level.

ACTIONS 5.1–5.2
Diagnostic systems, PLT implementation, and academic intervention supports
Metrics: (5.1) ELA and (5.2) Math DFS, I-Ready growth data, intervention outcomes
These actions focused on strengthening Tier 1 instruction through diagnostic assessment systems and providing targeted intervention supports for students identified below grade level.

Mathematics Outcomes (Metric 5.2A)
District improved 9.1 (Red to Yellow from baseline)

Student group improvements in mathematics between the 2023-2024 and 2024-2025 CAASPP included:
(Metric 5.2E) Students with Disabilities: improved +10.4 (Red to Orange from baseline)
(Metric 5.2B) English Learners: improved +6.7 (Red to Yellow from baseline)
(Metric 5.2F) Hispanic students: improved +8.1 (Red to Yellow from baseline)
(Metric 5.2D) Socioeconomically disadvantaged students: improved +8.1 (Red to Yellow from baseline)
(Metric 5.2H) Long-term English Learners: improved +4.1 (Red to Orange from baseline)
(Metric 5.2C) Homeless students: improved +18.3 (Red to Yellow from baseline)
(Metric 5.2G) White students: improved +5.3 (Red to Yellow from baseline)

Strengths identified in mathematics:
Strongest gains occurred among:
Students with Disabilities: (+10.4) (Metric 5.2E)
Homeless students (+18.3) (Metric 5.2C)
Hispanic students (+8.1) (Metric 5.2F)
Socioeconomically disadvantaged (+8.1) (Metric 5.2D)

These gains in mathematics reflect the impact of:
Intervention teachers
PLT data analysis
Common formative assessments
Targeted math professional development
Conceptual math instruction focus

Continued Concerns in the area of mathematics:
Despite improvements-
All groups remain below standard
Students with Disabilities remain Orange
Continued need for intervention supports

Effectiveness Determination for Mathematics: These actions are considered effective, as demonstrated by significant DFS growth across multiple historically low-performing student groups.

ACTIONS 5.3–5.4
Early literacy, Science of Reading implementation, and library supports
Metrics: 5.1 ELA DFS, foundational literacy data
These actions focused on strengthening foundational literacy through early intervention systems and instructional supports aligned to the Science of Reading.

English Language Arts Outcomes (Metric 5.1A)
District improved: +4.7 (Red to Yellow from baseline)

Student group improvements in Language Arts included:
(Metric 5.1B) English Learners: improved +8 (Red to Yellow from baseline)
(Metric 5.1E) Students with Disabilities: improved +11.3 (Red to Orange from baseline)
(Metric 5.1A) Sierra Vista All Students: improved +16.7 (Red to Yellow from baseline)
(Metric 5.1F) Sierra Vista Hispanic students: improved +17.1 (Red to Yellow from baseline)
(Metric 5.1D) Sierra Vista Socioeconomically Disadvantaged: improved +14 (Red to Yellow from baseline)
(Metric 5.1A) Bear Mountain All Students: improved +9.8 (Red to Orange from baseline)

(Metric 5.1F) Bear Mountain Hispanic: improved +9.9 (Red to Orange from baseline)
(Metric 5.1D) Bear Mountain Socioeconomically Disadvantaged: improved +8.7 (Red to Orange from baseline)
(Metric 5.1C) Homeless students: improved +25 (Red to Yellow from baseline)

Strengths identified in Language Arts:
Strongest ELA gains occurred among:
Sierra Vista students (+16.7) (Metric 5.1A)
Sierra Vista Hispanic (+17.1) (Metric 5.1F)
Homeless students (+25) (Metric 5.1C)
Students with Disabilities (+11.3) (Metric 5.1E)

These improvements in Language Arts align to:
Early literacy interventions (95% program)
Structured writing supports
Small group intervention
Tier 1 curriculum implementation

Continued Concerns for Language Arts:
Two Students with Disabilities groups reverted to Red in Language Arts:
Bear Mountain SWD
El Camino SWD

This indicates the following for Language Arts:
Need for improved Universal Design for Learning with a focus on Tier 1 and in class intervention and re-assessment early on to measure mastery
Need for alignment of intervention referrals with targeted entry and exit criteria and timelines associated with SMART goals for the intervention
Need for increased mainstream access for SWD for opportunities to engage with the core
Need for reconciliation of instruction with the California content standards at grade level rigor to promote on-grade level achievement

Effectiveness Determination for Language Arts:
These actions are considered effective overall in bringing up the lower levels, but with inconsistent outcomes for all students - especially Students with Disabilities
i-ready used as a measure of grade level achievement is a concern as usage rates do not promote active engagement with the platform on a consistent basis.

ACTIONS 5.5–5.7
Enrichment, expanded learning, and academic motivation supports
Metrics: Participation data and engagement indicators regarding "Belongingness" from KiDS Connectedness survey went up 4.29%.
These actions focused on improving academic engagement through enrichment, field trips, and expanded learning opportunities.

Educational partner input confirmed:
Students value field trips
Students value expanded learning
Parents value afterschool programs

Implementation included:
After school academic supports
Summer learning programs
Academic incentives
Enrichment opportunities

Strengths identified:
Increased engagement opportunities
Improved motivation systems
Expanded academic supports

Continued concerns:
High numbers of students still below grade level
Continued need for intensive intervention
Effectiveness Determination:

These actions are considered effective and necessary, as they address engagement and academic recovery needs identified in district data.

ACTION 5.8
Professional development and instructional improvement systems
Metrics: Walkthrough data, DFS growth, instructional implementation
This action focused on improving instructional practice through professional development aligned to district instructional priorities.

Implementation Outcomes:
Professional learning included:
Math instructional focus
Literacy instructional focus
PLT implementation
Walkthrough calibration

Walkthrough data indicated:
Movement toward Levels 3 and 4 implementation
Improved standards alignment
Improved instructional practices

Academic gains aligned to:
Math DFS improvement (+9.1)
ELA DFS improvement (+4.7)

Strengths identified:
Improved instructional consistency
Improved data use in PLTs
Improved implementation of curriculum

Continued concerns:
Continued need for differentiation training
Continued need for ELD integration
Continued need for intervention alignment

Effectiveness Determination:
This action is considered effective, as demonstrated by improved instructional practices and associated academic gains.

Actions 5.1, 5.2, 5.3, 5.6, and 5.7 have not significantly improved the percent of 3rd grade students reading "on" grade-level (Metric 5.3) as measured by I-Ready. However, the district continues to see decreases in the percentages of students who were multiple grades below grade level.
Actions 5.3, 5.5, and 5.6 have increased the percent of students reported as meeting or exceeding standard in science with the exception of "homeless".
Actions 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6 have maintained the percent of students with a writing proficiency pass rate. Substantial gains are in 3rd grade, 4th grade, and 8th grade. Uneven growth and decreases at three grade levels are prompting the district to focus on authentic writing created by students and not overly scaffolded to impede student independent performance.
Action 5.2 has shown evidence of decreased percentages in Level 1 on the CAA in Language Arts and Mathe (Metric 5.6 and 5.7) and increases in Level 3. While intervention teachers did not serve students through direct instruction, they significantly impacted student achievement by leading collaborative data cycles, supporting targeted intervention planning, monitoring student progress, and helping teachers adjust instruction based on student needs. Their work strengthened the effectiveness of MTSS and PLT processes, which contributed to improvements in student learning and academic performance.

Actions 5.1, 5.2, 5.3, 5.6, and 5.7 have been effective in raising the percent of students at or above benchmark at the middle school in both language arts and math, but especially language arts.
Action 5.7 indicates mixed results when comparing Year 2 to Baseline and significant concerns with declines between Year 1 and Year 2. The district will be supporting P.E. teachers, especially elementary P.E. teachers to review PFT results and restructure lessons around measured outcomes to improve student physical fitness. Additionally, the district will ensure formative assessment is in place to measure effectiveness on a monthly basis and to ensure classroom teachers understand this metric applies to them as well.

Overall Effectiveness Determination for Goal 5

Overall, Goal 5 actions have been effective in improving academic achievement across multiple student groups, particularly in Mathematics and English Language Arts.

Based on Year 2 outcomes compared to baseline data, Goal 5 actions are considered effective, particularly in improving academic outcomes for multiple historically low-performing student groups. Continued refinement will focus on accelerating progress for Students with Disabilities and students significantly below grade level to ensure continued progress toward grade level standards.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on analysis of Year 2 Dashboard outcomes, local assessment data, needs assessment findings, and educational partner input, the district determined that the overall Goal 5 structure and metrics remain appropriate. Continued improvements in Distance From Standard (DFS) in both English Language Arts and Mathematics indicate that the current actions are producing positive yet not consistent academic outcomes and improvement. As a result, no major structural changes were made to the goal or metrics. Refinements focus on strengthening Tier 1 instruction, increasing support/mainstreaming for Students with Disabilities, continuing to address foundational literacy and mathematics needs identified through district data, and ensuring grade level rigor and relevance as upper bands of proficiency are stagnant.

Action 5.1– Diagnostic assessments and data monitoring systems
This action continues to focus on use of diagnostic tools such as I-Ready, STAR, and other progress monitoring systems continue to provide essential data to guide instructional planning. Additionally, this year is the change from I-Ready math to SAVVAS success maker grades K-8 which has been funded as part of the original new standards adoption and results in not needing to pay for I-Ready math. Additionally, usage at the middle school has been largely for math, not language arts, and prompts discontinuation of I-Ready in entirety at the middle school level for the 150 licenses previously purchased. This results in a decrease of costs overall.

Action 5.2– Intervention teachers and targeted academic supports. To provide equitable opportunity for unduplicated students in Dual Immersion Classes, especially English Language Learners, the district is adding one Bilingual Authorized Intervention Teacher per elementary to support core standards achievement. Based on analysis of English Language Arts data, refinements include continued focus on Students with Disabilities due to inconsistent growth among this student group. Expenditures associated with personnel were adjusted to reflect a 1% salary increase and updated benefit rates. In conjunction with LCAP funds; LREBG, LCRSET, and Educator Effectiveness are being utilized to fund intervention personnel over the next to maintain a consistent staff of 6 elementary intervention teachers, 4 Literacy Coaches, 2 Reading Specialists, and 1 Teacher on Special Assignment to directly serve students and/or provide direct co-teaching and facilitation of systematic supplemental supports.

Action 5.3– Early literacy and foundational skill development
Funding for this action has increased to expand supplemental instructional materials, intervention resources, and enrichment opportunities that directly support the district's LCAP goals for academic achievement, English learner success, and equitable access to engaging, standards-aligned instruction. Additional funds will provide high-quality instructional resources, literacy, mathematics, science, and English language development materials, hands-on learning experiences, enrichment opportunities, and targeted intervention resources that strengthen Tier 1 instruction while supporting differentiated instruction through the district's Multi-Tiered System of Supports (MTSS).

The increased funding also supports the district's continued emphasis on providing engaging learning experiences that promote critical thinking, problem solving, language development, and academic achievement while ensuring students have access to instructional materials that meet diverse learning needs. These additions reflect educational partner feedback requesting expanded instructional resources, increased intervention and enrichment opportunities, and classroom materials that support both acceleration and timely academic intervention. The action was refined to more clearly articulate how these supplemental resources improve access to rigorous, standards-based instruction and support improved academic outcomes for unduplicated pupils. Resources will be used to ensure that unduplicated pupils have equitable access to rigorous grade-level instruction, timely intervention when needed, and enrichment opportunities that extend learning beyond the core curriculum.

Action 5.4– Library services and instructional materials
Educational partner input continues to support access to books and instructional materials. However, the district librarian will be charged with supporting library clerks to provide a consistent program among sites and increase accessibility to books through active engagement of library clerks during library time based on student input. Expenditures associated with personnel were adjusted to reflect a 1% salary increase and updated benefit rates. While funds are still allocated, the dollar amount is significantly decreased due to increases in personnel costs throughout the LCAP.

Action 5.5– Enrichment opportunities and field trips
Continued educational partner supports enrichment opportunities as a strategy to increase engagement and support academic learning. The impact on transportation and time away from school has been reviewed and while grade level content field trips will continue, college field trips will be refined to include a parent component and moved to a Community School action. The district will continue to maintain enrichment opportunities for standards-aligned field trips. All costs related with charter busses outside the district have been deleted which decrease the total amount allocated as well as the decrease in 7th and 8th grade college field trips which are being restructured to include parents and reallocated to Community Schools.

Action 5.6– Expanded learning opportunities (afterschool and summer programs)
Expanded learning programs continue to address learning recovery needs identified through academic data. Allocation of funds and program implementation continues to be reviewed to utilize ELOP funds to the fullest which has resulted in a decrease in allocations to this action step focused only on 7th and 8th grade sessions outside of summer school. Includes contracts with various vendors to provide intersession educational and enrichment services.

Action 5.7– Academic incentives and recognition programs
Student and parent feedback continues to support the use of academic recognition as a motivational strategy. Funds budgeted have been decreased to accommodate increases in personnel costs in other areas of the LCAP with expansion to incentives based on engagement rather than tangible prizes per student input. Haven Drive graduation incentive trip for those meeting graduation requirements has been funded and is being called out in the action.

Action 5.8– Professional development and instructional improvement
Based on academic outcomes, professional development continues to support improved instructional practices. Based on Year 2 reflections, refinements include strengthening professional learning related to differentiation and English Language Development integration. Funds have been augmented as we consider expanding opportunities based on individual site, grade, content, and implementation of standards

observed during classroom visits and based on formative assessment data. The district will be committing to a 3-year support agreement with California Ed Partners for "On-Track" to support our middle school with math and to support systems-thinking at the upper grades. This carries a substantial cost. Additionally, it has been several years since the district sent teachers to Summer AVID and our goal is to send newer staff to attend assigned strands.

Summary of Changes to Goal 5
No changes were made to the goal.
No changes were made to the metrics.
No actions were added or removed. However, 5.2 was significantly expanded to include additional intervention support personnel and the budget was revised significantly as costs previously attributed to LREBG were paid out of LCAP Carry over funds totaling $724,974.
Refinements focus on strengthening Tier 1 instruction and targeted intervention supports with attention to referral processes, entry and exit data monitoring, and ensuring equitable services especially for those considered to be 2 or 3 years below grade level and not currently receiving documented intervention.
Increased emphasis was placed on supporting Students with Disabilities based on outcome data.
Personnel costs were adjusted to reflect compensation increases.

The district determined that maintaining the current actions is appropriate due to demonstrated academic growth across multiple student groups while continuing to refine supports for identified areas of need.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Data/Assessment Tools and Learning Systems	Utilize assessments and data reporting tools for summative and formative measures including STAR, I-Ready for Language Arts, 95%, DRDP's, Kern Integrated Data System, Ellevation, and School City for the purpose of informing Cycles of Inquiry in order to: Understand Student Needs: Data allows educators to understand the strengths and weaknesses of each student, enabling them to tailor instruction to meet individual learning needs. By analyzing assessment data, teachers can identify areas where students may be struggling and provide targeted interventions to support their growth. Monitor Progress: Data helps educators monitor student progress over time. By tracking students' performance on assessments, teachers can gauge whether instructional strategies are effective and make adjustments	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		as needed to ensure all students are making progress toward learning goals. Identify Trends and Patterns: Data analysis can reveal trends and patterns in student learning, such as common misconceptions or areas of particular difficulty. This information can guide instructional planning and help teachers anticipate and address potential challenges before they become significant barriers to learning. Inform Instructional Decisions: Data-driven instruction involves using assessment data to inform instructional decisions, such as determining the pace and focus of lessons, selecting appropriate instructional materials and resources, and adapting teaching strategies to meet the diverse needs of students. District expectations for use of i-Ready Personalized Instruction in Reading and SAVVAS in math Research-Based Rationale: The purchase and implementation of devices for early grades are supported by high-quality, evidence-based research: ESSA Tier 1: Strong Evidence The IES Regional Educational Laboratory (REL) Midwest identifies Tier 1 evidence as practices supported by high-quality randomized control trials. Research cited in the REL Midwest summary on ESSA Tiers shows that digital adaptive platforms like i-Ready—when implemented consistently—demonstrate significant impacts on student learning outcomes, particularly in early literacy and numeracy. Reference: IES REL Midwest ESSA Tiers Overview AND i-Ready: Evidence of Effectiveness (Tier 1) Multiple independent evaluations of i-Ready (Curriculum Associates) confirm its classification as a Tier 1 intervention. When students engage in personalized instruction for the recommended 30–49 minutes per subject weekly, statistically significant gains in ELA and Math outcomes are observed compared to control groups. Example source: Curriculum Associates i-Ready ESSA Evidence Report		

Action #	Title	Description	Total Funds	Contributing
		These sources validate the use of adaptive technology tools in supporting academic recovery, particularly when access is expanded through targeted infrastructure support. Metrics Used to Monitor Impact: The impact of this action will be monitored through usage analytics reported in i-Ready's End-of-Year Reports, specifically tracking: 1.19A – Average weekly minutes of Math Personalized Instruction – Kindergarten 1.19B – Average weekly minutes of Math Personalized Instruction – 1st Grade 1.19C – Average weekly minutes of Reading Personalized Instruction – Kindergarten 1.19D – Average weekly minutes of Reading Personalized Instruction – 1st Grade Current weekly usage is below the research-based recommendation of 30 to 49 minutes per subject. The district's goal is to increase and sustain usage to meet or exceed this benchmark, ensuring students receive adequate instructional time to make academic gains This action addresses the lowest performance level for Math: Overall District- All Students, English Learners, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities This action addresses the lowest performance level for Language Arts : District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; B ear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities;		

Action #	Title	Description	Total Funds	Contributing
		Sierra Vista English learners, Hispanic, and Low Income		
5.2	Intervention / Extension Staff	Identified groups of students based on data from sources including, but not limited to, systems in Action 5.1 will be served by intervention staff for additional support and reinforcement during small group or one-on-one instructional sessions. Staff will meet regularly to review student data and adjust intervention strategies accordingly, identifying areas of improvement and areas needing further support by assessing progress using formative assessment tools - especially supported by LCRSET staff at grades TK-3. Most notably, a culture of shared responsibility for student success working toward common goals will be assured. In addition, taking time to note the social-emotional needs of students receiving interventions and collaborating on strategies to address any behavioral challenges that may impede academic progress will be supported by site administration with the goal of providing encouragement and reinforcement to boost confidence and motivation. LCFF is funding the following: -A maximum of 2 paraprofessionals per elementary (total of 6). -2 LCAP funded intervention teachers per elementary site (total of 6) including the addition of a BILA/BCLAD to support newcomers, English Learners, and students enrolled in the Dual Immersion program. -Ongoing professional development opportunities for intervention teachers, teachers, and instructional aides to enhance their knowledge of effective intervention techniques and instructional practice will be provided. Expansion of Preschool to full day with teacher and aides for class ratio at Bear Mountain 1 teacher and two paraprofessionals funded LCFF. This action addresses the lowest performance level for Math: Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic	$4,348,588.90	Yes

Action #	Title	Description	Total Funds	Contributing
		Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities This action addresses the lowest performance level for Language Arts : District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; B ear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income ********** Federal Funds in the amount of $1,868,308 will be used for the following: -1 intervention teacher per site funded by site Title I funds -Paraprofessionals as determined by school site plans Title I funds (varies per site) -9 Title III funded paraprofessionals ********** LCRSET Funds in the amount of $592,228.33 will be used for the following to support students grades TK - 3: • 2 literacy coaches (1 BME, 1 ECR) -2 Reading Specialists (1 SV, 1BME) Educator Effectiveness will fund one Literacy Coach $148,295.55 These staff members will collaborate with administrative and teacher teams to design and implement student interventions through professional development, modeling, co-teaching, lesson planning support, and guiding implementation of the new Reading Screener selected by the district (AMIRA). They may lead 95% systems, progress monitoring, collaborate with MTSS teams and Reading Specialists may lead student groups. ********** Amount of LREBG Funds Allocated: A total of $3,553,789 in Resource 7435 (LREBG) funds will support this action over the next 2 years. Funds for the 2026-2027 school year are in the amount of:		

Action #	Title	Description	Total Funds	Contributing
		$159,719 for Literacy Intervention personnel supporting small groups and professional development for intervention $450,000 for Intervention teachers (1 per elementary) $158,929 for Teacher on Special Assignment to support Tier 3 intervention for Students With Disabilities $90,000 Classtime Program to focus on breaking down failure areas on various assessment types to be utilized by intervention staff to support at-risk students This totals $858,648 for the 2026-2027 school year. 2027-2028 Expenditures include each of the action steps above with the addition of 3 Bilingual Intervention teachers - additional action steps will be added as more data becomes available. This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is designed to address significant and persistent academic gaps identified in the district's needs assessment and CAASPP performance data. Specifically, three intervention teachers (one per elementary site) will provide intensive Tier II and Tier III academic support to students performing below grade level. These services will take place in small group or one-on-one settings during and beyond the instructional day. Identified students, determined by data systems outlined in Action 5.1 (e.g., local assessments, teacher observation, i-Ready diagnostics, Classtime), will receive targeted academic reinforcement. Staff will meet regularly to review student progress, adapt strategies using formative assessments, and collaborate on solutions that integrate academic and social-emotional learning needs. Site leaders will support staff by monitoring intervention fidelity and ensuring the alignment of services with MTSS principles and equity-driven goals. Research-Based Rationale (ESSA-Aligned): This action is aligned to ESSA Tier 1 and Tier 2 evidence and is supported by the following research: MTSS & RtI Alignment: California's Multi-Tiered System of Support (MTSS) outlines intervention staffing as a foundational strategy for addressing academic gaps through Tier II and Tier III supports. Research from CDE's MTSS/RtI guidance confirms that using credentialed staff and		

Action #	Title	Description	Total Funds	Contributing
		paraprofessionals to deliver structured interventions improves both academic outcomes and behavioral success. Source: MTSS & RtI Guidance – CDE Project ARISE classifies staffing-based academic intervention models—especially when grounded in diagnostic assessments and adjusted regularly—as effective for students farthest from opportunity. This structured approach to early intervention is aligned with ESSA Tier 1 practices and emphasizes collaborative analysis and problem-solving. Source: Project ARISE EdResearch for Recovery highlights that “High-Impact Tutoring” and structured intervention staffing—when implemented within a collaborative instructional framework—produce accelerated gains in reading and math proficiency for students performing below grade level. The practice of pairing interventions with ongoing progress monitoring is a hallmark of evidence-based design. Source: Design Principles for Accelerating Student Learning The IES REL Midwest notes that Tier 2 and Tier 3 interventions delivered by trained personnel using validated strategies meet ESSA Tier 1 or 2 standards, depending on the strength of implementation and progress monitoring. Source: REL Midwest ESSA Tiers This will be measured by: 5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.5 % of writing proficiency pass rate by grade level 5.6 % of students achieving proficiency on CAA in ELA 5.7 % of students achieving proficiency on CAA in Math 5.8 % of students at / above benchmark		

Action #	Title	Description	Total Funds	Contributing
5.3	Supplemental Instructional Materials,and technology apps/classroom supports	Purchase supplemental instructional materials following a transparent and inclusive process for researching and selection considering factors such as alignment with standards, evidence-based practices, cultural relevance, accessibility, and affordability. Materials may be for use long term or consumable including manipulatives, organizational tools, books, online apps, or to be utilized for intervention or extension staff as determined by site need to supplement current intervention staff. This action addresses the lowest performance level for Math: Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities This action addresses the lowest performance level for Language Arts : District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income	$427,000.00	Yes
5.4	Library	Provide a full library experience supported by staff and materials including one LCAP funded library clerk per school site (4) and one summer helper per site (as necessary) to prepare new materials to support unduplicated students. Costs to include materials and books.	$566,565.35	Yes
5.5	Instructional Field trips	Educational extension activities including assemblies, field trips, access to services such as virtual workshops, camps including Camp Keep for up to 30 6th graders at each site, and college visits/virtual tours to provide enrichment opportunities students may not otherwise encounter. Include	$515,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		costs to for entry fees, transportation, and staffing for locations pre-approved to align with grade level standards. Provide the opportunity to investigate a variety of career oriented experiences, community engagement, and experiences to expand awareness of the community and beyond. Each experience is expected to be aligned with specific content standards and include project based standards aligned writing activities before and after aligned to a specific genre.		
5.6	Expanded Learning Sessions	Provide teachers, classified staff, and contracts to support costs not covered with Expanded Learning Opportunity funds for Summer School and extended learning sessions to support expanded learning experiences leading to positive Dashboard outcomes. Possible positions include teachers, paraprofessionals, campus supervisors, student success facilitators, resource teachers, and academic coaches pending funding from ELOP, ASES, and 21st Century.	$761,849.75	Yes
5.7	Academic incentives	Establish and implement incentive programs to recognize and reward students for exemplary academic records and growth. Incentives may include certificates of recognition, privileges (e.g., preferred seating, independent choice time), award prizes, and participation in special events or activities. Includes Haven Drive graduation trip.	$102,000.00	Yes
5.8	Professional Development commitments	Professional development costs as related to academic instruction/support or implementation of technology to support student outcomes. Costs to include overtime or substitutes. This action addresses the lowest performance level for Math: Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities	$1,117,526.88	Yes

Action #	Title	Description	Total Funds	Contributing
		El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities This action addresses the lowest performance level for Language Arts : District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Provide short-cycle professional development in response to data analysis of monthly focus areas supporting delivery of targeted instruction utilizing research-based language instruction strategies and culturally responsive curriculum delivered in a supportive environment leading to improved Language Learner Progress on the California Dashboard and an increased district reclassification rate by May 2027.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While 2021-2022 baseline data indicated gains in language proficiency, as measured by ELPAC, year-end 2022-2023 data showed a drop of 5.3% resulting in a status of Orange. While instruction and experiences were sufficient for 43% of students to make gains and approximately 6% maintaining a level 4, there are significant needs as 30% maintained at levels 1, 2 or 3 but did not make progress, and 20% fell back as reported by Kern Integrated Data Systems.

The largest group not making progress (stickers) were at Level 1, followed by Level 3 High and Level 2 Low indicating these students did not have solid basic communication skills and are struggling with foundational reading and writing to make progress. On the other hand, a significant number of students in the Level 3 Low and High made progress but not sufficient to meet reclassification criteria. This pattern indicates a need to build in differentiated grouping with specific academic focus areas to ensure students are making it over the danger zone of 2 High and 3 Low. Significant needs are noted in Reading which has not increased over the last three years with 41% in the "Beginning to Develop" band. While these are significant needs, a district-wide focus on Writing has decreased the percentage of students in the lowest level of writing "Beginning to Develop" by 9% to 22% over the past three years. Although Designated English Language Development is intended to focus on Language Development, this must be extended to writing in daily lessons. In addition, Integrated ELD observations indicate the "work" of reading needs to be turned over to the students in scaffolded chunks with frequent checking for understanding. Recent classroom observations indicate increased student collaboration, yet a need for a renewed focus on instruction using functions of language at higher levels of modeled/expected proficiency. To accomplish this connection a through line between Designated ELD and Integrated ELD through informed, strategic planning by classroom teachers to align lessons providing multiple opportunities to practice language functions is critical to meet desired outcomes. This connection has been seen as the exception rather than the rule during campus visits.

English Learners were placed at the Red level in English Language Arts and Math on the baseline California Dashboard due to maintaining at low levels. English Learners lagged 9.2 points behind All Students in Math and 14.4 points behind All Students in Language Arts. Comprising 59% of students, our English Language Learner population continues to decline slightly each year. While the EL population continues to decrease, the results of Initial ELPAC testing indicate the number of students Initial Testing outcomes are at the Novice Level

has increased from 74% in 2018-2019 to 87% in 2022. While the causes of this are unknown, the impacts are significant for developing language and foundational skills early in a child's arrival to instruction in English.

Educational partner input from discussion groups, surveys, and English Learner committees indicates a desire for support with Designated ELD including sentence structure and integration of content including reading and writing activities to prompt language use to ensure engaging activities at a rigorous level. A review of the needs of students at various deployment levels illuminated the need for awareness of expectations of skill differences between levels of proficiency. This is true at the lowest as well as the highest levels preparing for reclassification.

Notably as the state moves to include Long Term English Learners as a group on the baseline California Dashboard, this focus goal becomes even more important. This focused goal is intended to intensify current efforts in this area to improve student outcomes for English Learners. District long-term English Learner numbers are much higher than desired and each action step is designed to decrease numbers in this group. DataQuest 2023-2024 Ever EL's reports 835 students as EL (0-3 Years), 399 students as EL (4-5 years), 580 students as EL (6+ years), and 227 as Reclassified.

80% in Standards Implementation has been self reported by teachers through the baseline Butte County English Learner Program Metric and walkthrough tools indicate a significant difference among elementary sites as compared to implementation at the middle school. While growth was significant for both elementary and middle school, aligning professional development to immediately support observed needs through modeling, coaching, materials support, and/or directives for implementation are necessary as noted in Metrics 6.3 and 6.4.

Analysis of key metrics further supports a decision to modify multiple actions within Goal 6. While English Learner Progress Indicator (ELPI) outcomes for English Learners declined slightly from 48.8% to 45.4%, Long-Term English Learners demonstrated improvement, increasing from 51.9% to 53.9% and reaching Green status. Reclassification rates declined from 11.1% to 7.1%, indicating a continued need to strengthen systems that support students in meeting reclassification criteria. Local measures demonstrated growth in implementation of both Designated and Integrated ELD practices, particularly at the elementary level, with increases in classroom observation data; however, variability between elementary and middle school implementation persists. Additionally, staff-reported implementation of the English Learner Program remained strong overall, with most areas maintaining Core or above, though some areas showed slight declines, indicating the need for continued professional learning and system alignment. These findings reflect both areas of progress and ongoing need, supporting the continuation of current actions with refinements focused on strengthening instructional consistency, improving language development outcomes, and increasing reclassification rates for English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	% of pupils making progress toward English Proficiency and	48.6% Orange	6.1A EL 48.8% Yellow Maintained 6.1B LTEL 51.9%Yellow	6.1A EL 45.4% Orange- Declined 6.1B LTEL 53.9% Green- Increased	6.1A 60% Yellow 6.1B 60% Yellow	6.1A -3.2% 6.1B +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	accompanying Dashboard Placement Priority 4E: Student Achievement- Source: California Dashboard		Maintained - established baseline			
6.2	% of pupils reclassified to English Fluent 2023-2024 Priority 4F: Student Achievement- Source: DataQuest	11.1%	10.7%	7.2%	20%	6.2: -3.9%
6.3	% of classroom observations demonstrating implementation of state academic standards in ELD as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full) measured in March 6.3A elementary 6.3B middle school Priority 2 - B Programs and Services for English Learners Source: Locally developed classroom observation tool for Designated ELD	6.3A 81.5% 6.3B 30%	6.3A 86% 6.3B 34%	6.3A: 81.82% Developing or higher 6.3B: 72.13% Developing or higher	6.3A 100% 6.3B 100%	6.3A +0.32% 6.3B +42.13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	% of classroom observations demonstrating implementation of Integrated ELD supports for state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full) measured in March 6.4A elementary 6.4B middle school Priority 2 - B Programs and Services for English Learners Source: District Walkthrough Tool for Integrated ELD Preparing Students for New Learning #5 Deepening and Reinforcing Learning #7	6.4A 78% 6.4B 40%	6.4A 94% 6.4B 63%	6.4A 81.2% 6.4B 72.2%	6.4A 85% 6.4B 75%	6.4A +3.2 % 6.4B +32.2%
6.5	% of responses reporting understanding and implementation of the District English Learners Program at core or above based on a 5 point scale (Missing elements, Developing, Core, Core Plus, Exemplary) in the following areas.	6.5A 96% Core or above 6.5B 81% Core or above 6.5C 79% Core or above 6.5D 77% Core or above 6.5E 84% Core or above	6.5A 85.2% Core or above 6.5B 84.1% Core or above 6.5C 80.4% Core or above 6.5D 80.1% Core or above 6.5E 80.5% Core or above	6.5A 79.1% Core or above - baseline should have been 71 6.5B 87% Core or above 6.5C 87.9% Core or above 6.5D 84.7% Core or above	6.5A 100% Core Plus or above 6.5B 90% Core Plus or above 6.5C 90% Core Plus or above 6.5D 90% Core Plus or above 6.5E 90% Core Plus or above	6.5A -16.9% 6.5B +6% 6.5C +8.9% 6.5D +7.7% 6.5E +2.3 6.5F +7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	6.5A Defined program 6.5B Data 6.5C Family Engagement /communication 6.5D Equity and Access 6.5E Professional Learning 6.5F State Standards Implementation Priority 2 - A Implementation of State Standards Source: English Learner Program Metric California State Standards Implementation Rubric - English Learners	6.5F 80% Core or above	6.5F 84.6% Core or above	6.5E 86.3% Core or above 6.5F 87.1% Core or above	6.5F 90% Core Plus or above	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, Goal 6 was carried out with continued implementation of ELD grouping, professional development, walkthroughs, materials, and assessment supports, but several actions were modified in delivery in response to scheduling, staffing, and implementation needs. The district maintained its focus on both Designated and Integrated ELD and used walkthroughs and site-level feedback to guide support, while acknowledging continued inconsistency across sites and the need for stronger rigor aligned to student proficiency levels.

Action 6.1: In order to meet the need to identify who is at each level and what is expected on the ELPAC assessment to move to the next level to prevent stickers and sliders with standards-aligned instruction and strategy implementation, this action was implemented with modifications utilizing four Professional Development formats which differed from the budgeted plan. Professional development for all staff was embedded into Beginning of Year site trainings (PD#1) and a Saturday training on September 6th with multiple strands focused on ELD (PD#2). Following each walkthrough, walkthrough teams utilized data to formulate next steps based on observations. Site administration

followed through with after-school debriefs (PD's #3) and workshops following walkthroughs supported by academic coaches or TOSA's (PD #4). The entire year, the elementary LCRSET team has been focused on ELD as it relates to early learning - this is an extension from the earlier focus on foundational elements of reading. ELPAC data from Kern Integrated Data System was shared with site administrators with support from the ELD TOSA. Principals utilized this data in meetings with teachers to create groups for leveled instruction and deployment using the data. The district and sites provided a range of training to better support students transitioning across writing proficiency levels including grade level specific after walkthroughs, grade band for assessment purposes, and overall framework/standards structures as a district.

Action 6.2: Training sessions for administrators and instructional leadership teams were conducted modeling effective classroom strategies focused on ELD proficiency levels. These were done during scheduled weekend full-day Professional Development sessions which not all teachers or administration attended. All district and site administrative and instruction staff utilized a district developed rubric to assess instructional strategies, differentiation practices, and language support provided to students at different ELD proficiency levels during monthly walkthrough cycles where administrators and instructional leaders observe ELD instruction across classrooms to gather foundational information to provide feedback and for development of professional development to support instruction aligned with the California English Language Development Standards. The quantity of walkthroughs included all classes within the defined grade level groups to be observed each cycle which rotated every other visit as planned to provide deeper support and more time to implement next steps. The qualitative data gathering was modified from last year while still using the same rubric tool. After each classroom observation teams would immediately confer to calibrate and reconcile to mark one score for each section of the rubric versus collating individual observation which was a practice in years past. After the entire walk-though, or after each grade, observations and rubric details were discussed to identify trends, strengths, and areas for improvement for grade levels. Targeted feedback and support to teachers based on observation findings, focusing on utilization of forms, functions, and instructional strategies tailored to meet the needs of students at various ELD proficiency levels was provided.This was done without the use of substitutes.

Action 6.3: Materials and instructional supports was implemented, but with reduced purchasing during the school year because materials purchased previously were sufficient for current student populations. An order was placed at the end of the year to prepare for the next year. This action therefore reflects successful alignment of material purchased yet partially effective use as viewed during walkthroughs.

Action 6.4: Assessment supports was implemented by providing substitutes to allow teachers to administer one-on-one student assessments and better understand standards-based expectations and student performance.

Action 6.5: Data chats were held at the site level led by the district ELD TOSA. There are very few LTEL students at the elementary level with significant numbers at the middle school. The middle school focused on LTEL students by clustering, providing intervention teachers and classes, and focusing on the direct needs of the students. Clerk duties were completed as planned.

Overall, Goal 6 was implemented with important modifications in professional development delivery, walkthrough cadence, and materials purchasing.

Successes included restructuring of observation cycles and how the feedback is gathered / provided. Feedback protocols are stronger based on building consensus focused on grade level observations - not a summary of the school site. Calibrating professional development and instructional support to align with walkthrough outcomes was stronger as evidenced by Haven Drive walkthrough data and teacher self-

assessment on the Butte County ELD section as noted in the metrics for this goal. The ELD focused multiple measure report shared with sites at the beginning of the year, which was focused on potential RFEP candidates, gave a strong start for targeting student needs and is available on an ongoing basis through the Kern Integrated Data System.

Challenges included our choice to deliver some professional development opportunities as an optional overtime or additional day. While this was intended to provide a focused time, not all staff are able to attend and has left a significant gaps in knowledge as this has been a structure over time. A challenge that reappeared this year was a conflict between having site leadership remain at their site to participate in site conversations vs. seeing high level rubric evidence at other campuses in action as we had chosen to have them remain at their site to facilitate classroom walkthroughs and support implementation of the 4 P's being shared. While there is less inconsistency across sites in strategy use, there is a continuing need to define leveled instructional expectations based on the ELD strategies.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 6.1: While standards based instruction was provided directly to staff, there were no costs resulting in no funds being expended for this action step. Although funds were not expended, the action was implemented as planned without cost.

Action 6.2: While walkthroughs were conducted and follow-up professional was intentional after each walk, focused discussions were led by site administrators during the school day not resulting in extra costs and, like Action 1, a decision was made to not interrupt instruction with subs for this particular action step resulting in no funds being expended for this action step. Although funds were not expended, the action was implemented as planned without cost.

Action 6.3: Costs for additional and replacement materials were less than estimated.

Action 6.4: Costs were less than estimated given a declining English Learner population and very efficient use of personnel during ELPAC testing season.

Action 6.5: No materials costs from LCFF funds were associated to this action step as materials were already available in the district. Salary and benefits of ELD clerks were higher than estimated given retroactive raises, a mid-year job change to a person paid on a higher salary step, and the addition of a third part time clerk.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions associated with Goal 6 have shown mixed effectiveness, with Long-Term English Learners demonstrating measurable improvement while overall English Learner progress toward proficiency declined slightly and over a period of years. Analysis of Year 2 outcomes prompted instructional adjustments including refinements to designated ELD scheduling, improved alignment of instruction to proficiency levels, increased focus on integrated speaking and listening, and strengthened monitoring of Long-Term English Learners. Educational partner input confirmed the importance of professional development, instructional supports, and progress monitoring systems for English Learners.

Year 2 outcomes demonstrate improvement among Long-Term English Learners while demonstrating a need to strengthen instructional consistency and language development practices for all English Learners and to modify our actions which have not been effective to date.

Despite the implementation of multiple actions and targeted supports identified in Goal 6, the district's English Learner reclassification rate continues to decline. This trend warrants a deeper examination of both district systems and site-level implementation to better understand factors influencing student outcomes. While districtwide professional learning, instructional resources, and expectations have been consistently provided across all school sites, reclassification outcomes vary considerably among sites, suggesting differences in implementation fidelity, instructional practices, or local systems of support that require further analysis. The district will also review its local reclassification criteria to determine whether expectations established beyond the state-required criteria may be creating unintended barriers to student reclassification. In particular, the district will examine the use of writing as part of the local criteria, as current student performance data indicate that writing continues to be an area of need across multiple student groups, not solely among English Learners. This reflection will include an analysis of the validity, consistency, and impact of local measures to ensure that reclassification practices appropriately recognize students who have demonstrated English proficiency while maintaining high academic expectations. Findings from this review will inform future refinements to instructional practices, professional learning, and reclassification procedures to improve outcomes for English Learners while ensuring equitable implementation across all school sites.

ACTIONS 6.1–6.2
Professional development and instructional implementation of Designated and Integrated ELD
Metrics: English Learner Progress Indicator (ELPI), walkthrough data, EL progress monitoring
These actions focused on strengthening instructional delivery of ELD through professional development and improved classroom implementation.

English Learner Progress Outcomes (Metric 6.1)
District English Learner Progress:
45.4% making progress Declined 3.4% (Yellow to Orange from baseline)

Long-Term English Learners:
53.9% making progress Improved +2% (Yellow to Green from baseline)

Strengths identified:
Long-Term English Learners demonstrated: Movement to Green performance, improved progress toward proficiency
Site-level strengths included:
Sierra Vista: Green Increased 2.6% on ELPAC
Bear Mountain LTEL: Increased 31.7% on ELPAC
El Camino LTEL: Increased 14.3% on ELPAC

Concerns identified:
District English Learner progress declined: –3.4%

Site concerns included:
El Camino: Declined 11.7% Identified Red
Haven Drive: Declined 1.9% Remained Yellow

District ELD walkthrough tool / Butte County Survey evidence:
Evidence of effectiveness:
While the quantitative data for the elementary sites does not indicate significant movement in percentages at the elementary level, the range of qualitative information gained through walkthroughs indicates significantly more evidence of integrated ELD throughout daily lessons. On the other hand, middle school walkthrough outcomes show 0.32 to 42.13% increases in teacher awareness, implementation, and student application of Designated and Integrated ELD. (Metric 6.3, 6.4) This growth is also evidenced by teacher self-reporting of 6 of 6 categories on the Butte County Survey English Learner Program Metric which increased by a range from 2.3% to 8.9%. (Metric 6.5)

Area of continued need:
Designated ELD is still largely a one-size-fit-all for the deployed groups. Targeted instruction is not yet focused to the key element individual students are missing to move toward proficiency. Of concern, evidence of accessing and utilizing the California ELD Standards to plan lessons and to guide movement along the 3 proficiency levels is inconsistent or missing although professional development has focused on implementation.

Root causes identified through walkthroughs included:
Inefficient use of ELD instructional time
Inconsistent implementation across classrooms
Limited focus on speaking/listening development
Weak writing convention instruction

Final Effectiveness Determination of 6.1 and 6.2:
Based on Year 2 outcomes compared to baseline data, Goal 6 actions 6.1 and 6.2 are considered partially effective as teachers self reporting is moving from missing elements to developing and core although not implemented in the same manner as planned. These two actions are considered effective in establishing stronger monitoring and support systems, but instructional consistency remains an area requiring continued improvement resulting in wide variation among sites over the years. While student outcomes are not on a positive trend overall, staff implementation of the purpose of Integrated and Designated is stronger. Trend data has supported identification of needed refinements for the broader English Learner program which are noted in the prompt below. Data analysis has already resulted in targeted instructional adjustments expected to improve future outcomes.

Measurable Growth Indicators for actions 6.3 through 6.5:
English Learner Progress: 45.4% making progress –3.4% decline Yellow to Orange
Long-Term English Learners: 53.9% making progress +2% growth Yellow to Green
Butte County Survey: 6 of 6 elements increasing

Walkthrough Data: Elementary slight gains and middle school significant rubric gains

Actions 6.3:
This action step is only partially effective. Walkthrough evidence indicates that instructional materials are generally aligned with student needs; however, the reliance on the textbook as a comprehensive package rather than strategic approaches to support language development limits the ability to address specific language development gaps. Additionally, formative assessment practices focused on language are not consistently implemented to inform instruction across grade levels.

Action 6.4:
This action step has been determined to not be effective for professional development. However, student comfort with their own teacher - whether that be remaining in the classroom without having to test and teach or assessing, especially in the early grades, facilitates a comfortable, focused, and familiar assessment environment. Student advisory input is not in support of extensive use of substitutes when there is learning and classroom order that they expect. This action step has been discontinued and has been moved to 2.7 focused on student feeling confident with the tester.

Action 6.5:
This action step was partially effective as LTEL scores increased, however, more work is needed to ensure strong systems. Further analysis will be required to determine what actually caused increases in language and academic outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No change to the Goal wording.
No changes to the metrics or target outcomes. An incorrect number was identified and noted in 6.5A - calculations were corrected accordingly.

Actions:
Action 6.1 – English Language Development professional development
Refinements include:
Professional development will be ongoing through the year held during regular work hours to accommodate all teachers and administrators to be in attendance. Additional support will be provided on Saturday trainings funded out of Action 1.8 with a university style format with ELD integrated into various content areas.
Addition of 5 specific areas for professional development based on criteria from the Core Level Data Component of the English Learner Program Metric - Metric 6.5.
All funds for professional development overtime removed.
Addition of the Ellevation contract - component 1 moved from Action 5.1 to focus on English Learners and addition of component 2 Progress Monitoring and increased associated costs.

Action 6.2 – Instructional implementation of designated and integrated ELD

All substitute and professional development costs removed with the expectation this work takes place during PLT and leadership team meetings. Addition of funds to create material packets based on Sobrato resources.

Action 6.3 – Targeted EL supports and instructional materials
No structural changes were made to this action as targeted supports for English Learners and newcomer students remain necessary.
Refinements include:
Increase a focus on alignment of use of instructional supports to address student language needs

Action 6.4 – ELPAC assessment systems and monitoring - action step and funding for subs moved to Goal 2 as not proven effective for professional development but supportive of English Learners safe and welcoming environment.
New Action Step added: Development of Defined Program - professional development support and materials added to ensure administrators / leadership has a common view and are equally equipped to recognize and speak to Designated and Integrated ELD implementation
Budget added for purchase of Californians Together Roadmap Implementation Books.

Action 6.5 – Long-Term English Learner monitoring and supports
No structural changes were made to this action as Year 2 data demonstrated positive growth among Long-Term English Learners. A layer of data refinement will be added to focus on nearly LTEL and LTEL using a multiple measure report.
Refinements include:
Monitoring of LTEL progress through early warning systems
Focus on early identification of students at risk of becoming LTELs

Expenditures associated with personnel supporting Goal 6 actions were adjusted to reflect a 1% salary increase and updated benefit rates. These adjustments represent cost changes only and do not represent changes to services.

Summary of Changes to Goal 6
No changes were made to the goal.
No changes were made to the metrics. The metric baseline for 6.5A was corrected (not in the baseline but noted on Year 2).

The district determined that the focus of action steps will be significantly modified based on multiple years of declines within the English Language Learner student group.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Data and gap analysis	In addition to supporting standards-aligned instruction and strategy implementation, there is a need to identify who is at each level and what is expected on the ELPAC assessment to move to the next level to prevent stickers and sliders. Beginning of year and job-embedded ongoing professional development held during regular working hours will focus on 1. student placement in the appropriate program, 2. refined reclassification policy, 3. progress monitoring through the use of reported formative assessments, and 4. identifying transition skills to support delivery in deployed groups by language proficiency within grade bands rather than grade level. 5. Initial class construction will be modified at the beginning of the year utilizing KIDS ELPAC data with specific attention to identification of students who are identified as or are on track to become Long Term English Learners . Additional related professional development for all staff will be embedded into Beginning of Year site trainings (PD#1) and PLT style workshops following walkthroughs. The district is investigating expansion of Ellevation - while continuing to use data reporting the new component of progress monitoring may be added to generate actionable insights to drive student growth.	$57,000.00	Yes
6.2	Designated and Integrated ELD rubric feedback and aligned professional development	Develop and deliver training sessions for administrators and instructional leadership teams (cost incurred by hiring subs to free up for training) on conducting effective classroom observations focused on ELD proficiency levels. Provide guidance on using the ELD standards and observation data to inform instructional planning, intervention strategies, and professional development opportunities. Equip administrators with strategies for providing constructive feedback and supporting teacher growth in addressing the diverse needs of English Learners. Utilize a district developed rubric to assess instructional strategies, differentiation practices, and language support provided to students at different ELD proficiency levels during monthly walkthrough cycles where administrators and instructional leaders observe ELD instruction across classrooms to gather foundational information to provide feedback and for	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development of professional development to support instruction aligned with the California English Language Development Standards, Collate observation data to identify trends, strengths, and areas for improvement in ELD instruction based on proficiency levels. Provide targeted feedback and support to teachers based on observation findings, focusing on utilization of forms, functions, and instructional strategies tailored to meet the needs of students at various ELD proficiency levels. Regularly review observation data and feedback provided to teachers to assess the effectiveness of the targeted response system. Collect input from teachers, administrators, and other stakeholders on the impact of the targeted observations and training on ELD instruction and student outcomes. Create, package, and utilize Sobrato resources for professional development packets to support language development.		
6.3	ELD materials to support newcomers and Long Term English Learners	Purchase supplemental English Language Development materials to support targeted instruction to Newcomers and Long Term English Learners.	$9,500.00	Yes
6.4	Development of Defined Program	Tiered professional development facilitated by district EL Program Description and the "Californians Together English Learner Roadmap Guide and Implementation Toolkit for Administrators" in order to build capacity and sustain the work done in Actions 6.1 and 6.2 which have been carried over with modifications and to support implementation of a Student Work Analysis protocol. Administrators will be charged with guiding teacher capacity to intentionally analyze student work through both content and language lenses. Building on existing practices such as the Cycle of Inquiry and Plan-Do-Study-Act, teacher teams will incorporate a linguistically responsive approach to identify language demands, analyze student language use, and adjust instruction to support and monitor growth in both content knowledge and language development.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.5	Long Term English Learners	While continuing to implement all preventative instructional measures and Tier 1 instruction, two TOSAS (funded through Action 103) and ELD clerks (funded Lottery) will conduct awareness campaigns, track data for students not yet reclassified (at risk and LTEL identified) through a multiple measure report, case manage classroom groups, and track/ensure Tier 1 and Tier 2 interventions as an initial step to identifying specific needs of this student group prior to implementing a targeted action with a significant cost. Action to be reviewed following each reporting period for the 2026--2027 school year. Cost - overtime for parent meetings / involvement in SST meetings for targeted students	$147,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,658,833	$1,815,750

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.663%	8.832%	$2,629,546.28	53.495%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Personnel support staff and training **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the 2023-2024 California Math Dashboard. The English Learner student group was a Red on the 2023-2024 California ELA Dashboard	15.9% of current teachers are not fully credentialed. Cost and time dedicated to staff recruitment, induction and preparation each year if staff are not retained impacts allocation of resources and can create a cycle of new beginnings rather than a cycle of improvement each year. While funding over the past years has dramatically increased the opportunity to hire staff to service	Metric 1.15: Distance from Standard for Student Groups in Math Metric 1.16: Distance from Standard for Student Groups in Language Arts Metric 1.1: Percentage of teachers holding credentials/permits

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in 2023-2024 English Language Arts. Improvement was noted on the 2024-2025 Dashboard in Language Arts and Math yet achievement of district student groups is still in the very low or low categories. District data in Language Arts, Math, and English Language Development as well as Social-Emotional/Behavioral needs indicates a need for initial and ongoing training for new staff with a focus on retaining staff to ensure skill sets are developed and able to be implemented to support students. Input from District Administrators, Principals, Directors, New Teachers and Parents for significant focus on mentoring and professional development for support of new teachers to support unduplicated students. An opportunity to expand potential candidates to instruct in the district's Dual Immersion program in partnership with California State Bakersfield was promoted by Teachers on Special Assignment and District Administrators. Support of Dual Immersion and Bilingual Educators for biliteracy and to support communication was noted overwhelmingly by Educational Partners in all	student needs, experienced staff (especially with single subjects or specialized certificates) are not always available through the hiring process and our search and training process is extensive. District data in Language Arts, Math, and English Language Development as well as Social-Emotional/Behavioral needs indicates a need for initial and ongoing training for new staff with a focus on retaining staff to ensure skill sets are developed and able to be implemented to support students. Continuity of instruction is supported by continuity of staff who have mastery of, or have received training, principally targeted to meet district unduplicated student needs. Attracting staff who empathize and are committed to serving our community demographics and then retaining them is critical. Staff dedicated to recruiting, training, ensuring progress toward credentialing or certification, and retention after training directly target supports for prioritized English Learners, Foster Youth, and Low income students yet service all students. This action will be provided on an LEA-wide basis to maximize the support provided to staff who service all students throughout the district. English learners, Hispanic, and Low Income	

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	input groups especially Parents in order to support English learner outcomes. **Scope:** LEA-wide		
1.2	**Action:** District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development **Need:** 2024-2025 California Dashboard Data in English Language Arts, Math, and Chronic attendance is significantly improved for the majority of student groups compared to 2023-2024 data noted below. However, performance continues to be in the Very Low or Low levels for Language Arts and Math and Chronic Absenteeism continues to trend above the 9% level which was consistent prior to COVID. English Learner and Socio-economic disadvantaged student groups were a Red on the 2023-2024 California Math Dashboard. The English Learner student group was a Red on the 2023-2024 California ELA Dashboard and Socio-economic disadvantaged were Orange. Chronic attendance rates for English Learners was measured in 2023-2024 at 16.7% with all other unduplicated groups and numerically	Significant programmatic support is required to ensure high quality program delivery. Staff members funded in this action step are tasked with directly implementing programs/services, focusing on data and ensuring access for individual students and student groups. In regard to the LCAP, they are particularly focused on students who are identified as English Learners, Foster Youth, Low Income, and Students with Disabilities who struggle at greater rates to access support, utilize technology, and maneuver in the school system to achieve standards at high rates. Maintenance of current rates of 100% and Exemplary for access to standards materials, facilities in good repair, and master schedules providing access to a broad course of study are directly attributed to these staff members and their attention to detail. However, input from parents, staff and students in regard to facilities upkeep in various areas requires more detailed attention. Growth in instructional/program delivery has been evident as measured by classroom walkthrough tools for ELD and Math. The majority of observational evidence has transitioned to Developing (Level and 3) on a 4 point rubric and while technology is available as a material, it's use is not yet consistent through the district to support unduplicated students. Technology personnel are	Metric 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in Language Arts Metric 1.4: % of classroom observations demonstrating implementation of state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels Metric 1.5: % of classroom observations demonstrating implementation of state academic standards in Language Arts as measured on a district walkthrough tool with 4 Implementation levels Metric 1.6: % of instructional staff reporting understanding and implementation of state standards in ELD

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	significant student groups with a higher chronic rate. In addition: Dashboard data indicates the following student groups are achieving at the lowest performance level on the 2023-2024 California Dashboard in Math Overall District- All Students, English Learners, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities 2023-2024 Dashboard data indicates the following student groups are achieving at the lowest performance level for Language Arts for the District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income Input from parents, staff and students in regards to facilities upkeep in various areas requires more detailed attention. **Scope:**	critical, as mentioned by teachers, to ensure 1 to 1 technology, or 2 to 1 technology, is supported. This action is being provided on an LEA-wide basis to maximize the impact of specialized staff on program implementation for all students to address the academic needs as noted in disaggregated data noted in the identified needs section of this action step.	Metric 1.17: % of students identified with chronic absenteeism

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	LEA-wide		
1.3	**Action:** Staff to support implementation of standards **Need:** Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange based on the 2023-2024 California Dashboard. Action steps to date have improved outcomes noted above on the 2024-2025 California Dashboard however, district trends continue in the Low and Very Low levels for Language Arts and Math. Continued support for Professional Learning and Professional Learning Teams supported by TOSAs and 1coaches and the need for further attention to disaggregation of data to support unduplicated students were mentioned by Teachers, District Administrators, and Principals prompting continuation of funded positions. **Scope:** LEA-wide	Teachers on Special Assignment (TOSAs) and academic coaches play crucial roles in improving the implementation of state standards principally directed to unduplicated groups and Students with Disabilities for several reasons: Expertise in Curriculum and Instruction: TOSAs and academic coaches have specialized training and experience in curriculum development and instructional strategies. They provide guidance to instructional staff on how to effectively align their instruction with state standards. Professional Development: TOSAs and academic coaches lead professional development sessions for instructional staff to deepen their understanding of state standards and how to integrate them into their teaching practice. They provide ongoing support and feedback to ensure that teachers are implementing the standards effectively. Modeling Best Practices: TOSAs and academic coaches model best practices in teaching and assessment that align with state standards. By observing these experts in action, teachers can gain valuable insights into how to effectively implement the standards in their own classrooms. Data Analysis and Monitoring: TOSAs and academic coaches assist instructional staff and administration in analyzing student data to identify areas of strength and weakness in relation to the state standards. They help develop action plans to	Metric 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in Language Arts Metric1.11: % of instructional staff reporting understanding and implementation of ELA on a 5 point scale Metrics 1.12: % of instructional staff reporting understanding and implementation of Math on a 5 point scale

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		address areas needing improvement and monitor progress over time. Collaboration and Professional Learning Communities: TOSAs and academic coaches facilitate collaboration among instructional staff and administration by providing opportunities for them to work together to plan and implement standards-aligned instruction. This collaborative approach allows staff to share ideas, resources, and strategies for effectively teaching the standards. Support for Differentiated Instruction: TOSAs and academic coaches help teachers differentiate instruction to meet the diverse needs of students. They can provide strategies and resources for adapting instruction to ensure that all students have access to the curriculum and can demonstrate proficiency with the state standards. Growth has been evident as measured by classroom walkthrough tools for ELD and Math with the majority of observational evidence indicated as Initiating or Developing (Levels 2 and 3) on a 4 point rubric with staff funded out of this action step which, as determined to be effective, has been selected to continue. These services will be provided LEA-wide to maximize the impact of instructional support for teachers of all students.	
1.4	**Action:** Family Resource Center to meet basic needs **Need:**	Justifying the daily work of a Family Resource Center (FRC) and the new mental / physical health center (to open in 2025-2026) requires understanding their multifaceted role in supporting	Metrics 1.15: Distance from Standard for Student Groups Math

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	Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange based on the 2023-2024 California Dashboard. Unduplicated student groups all fall into the Yellow area of the California Dashboard Action steps to date have improved outcomes noted above on the 2024-2025 California Dashboard however, district trends continue in the Low and Very Low levels for Language Arts and Math. Service logs indicate significant traffic through the FRC and services provided to foster, homeless, and low income specifically. Needs assessments and asset maps created during plan writing for a School Based Mental Health Initiative Grant, a Community Schools Planning Grant, and yearly LCAP input from the South Valley Neighborhood Partnership Educational Partners have identified noted items as items of need for unduplicated student groups. The Family Resource Center was favorably noted many times in Parent input and will be expanded in size with LCAP funds to supplement a School Based Mental Health Grant as proposed by District Administrators. **Scope:**	families and communities. Given the high number of low income, limited English speaking families in the community, and the lack of direct services for families in the City of Arvin to which FRC services are principally directed, the FRC staff and space available for services are instrumental for various reasons. This central hub is dedicated to providing Tier II and Tier III services to students and families who would otherwise need to miss school to travel to services or is not able to acquire mental or health services in the community especially given a stigma for mental health services. 1.**Meeting Diverse Needs**: The FRC serves as a hub for addressing a wide range of needs within families and the community They provide assistance with basic necessities such as food, clothing, and shelter, as well as offering educational resources, healthcare referrals, mental health services, and parenting support. The daily work of an FRC involves ensuring that families have access to these essential services, thereby promoting their well-being and stability. 2.**Promoting Equity and Inclusion**: FRC staff play a vital role in promoting equity and inclusion by providing tailored support to marginalized and underserved populations, including low-income families, English learners, immigrants, refugees, families experiencing homelessness or housing instability, and foster youth. By addressing systemic barriers and offering culturally competent services, the FRC staff strives to create more equitable opportunities for all families to thrive.	Metric 1.16: Distance from Standard for Student Groups in LA Metric 1.17: % of students identified with chronic absenteeism

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	LEA-wide	3.**Preventing Crises and Strengthening Resilience**: By offering preventive services and early interventions, FRCs help families avoid crises and build resilience. Daily activities may include providing financial literacy workshops, offering parenting classes, facilitating support groups, and connecting families with community resources. These efforts empower families to overcome challenges, build upon their strengths, and navigate difficult circumstances more effectively. 4.**Fostering Community Connections**: FRCs serve as community hubs where families can connect with one another, build social networks, and access mutual support. Daily work may involve organizing community events, hosting workshops and support groups, facilitating peer-to-peer mentorship programs, and promoting volunteer opportunities. These activities strengthen social cohesion, reduce isolation, and promote a sense of belonging within the community. 5.**Collaborating with Partners**: FRCs collaborate with a wide range of community partners, including schools, healthcare providers, social service agencies, faith-based organizations, businesses, and government agencies. Of particular note is Arvin FRC's involvement with the South Valley Neighborhood Partnership. Daily work often involves coordinating services, sharing resources, participating in interagency meetings, and advocating for policy changes that benefit families. These partnerships amplify the impact of	

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		FRCs and enhance their ability to address complex social problems comprehensively. 6.**Empowering Families as Advocates**: FRCs empower families to become advocates for themselves and their communities. Daily activities may involve providing advocacy training, facilitating community organizing efforts, and supporting families in accessing their rights and entitlements. By equipping families with knowledge, skills, and resources, FRCs help them navigate systems of care, address systemic injustices, and advocate for policies that promote social justice and equity. 7.**Evaluating and Improving Services**: FRCs engage in ongoing evaluation and quality improvement efforts to ensure that their services are responsive to the evolving needs of families and communities. Daily work may include collecting feedback from families, tracking outcomes, analyzing data, and incorporating feedback into programmatic decisions. By continuously learning and adapting, FRCs enhance their effectiveness and maximize their impact on the families they serve. These services will be provided on an LEA-wide basis as we believe all students can benefit from Family Resource staff and services while we expect our unduplicated students will benefit the most since it was developed with their needs in mind and provides a direct link to access school and district services including access to a broad course of study.	

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1.6	**Action:** Access to a broad course of study **Need:** Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange. In addition, Unduplicated student groups have been identified as Yellow for Chronic Absenteeism. Action steps to date have improved outcomes noted above on the 2024-2025 California Dashboard however, district trends continue in the Low and Very Low levels for Language Arts and Math and Chronic Absenteeism continues to be high above the goal of 9% which was reality prior to COVID. Student, Parent, and Community input directly supported continuing art, music, band, gardening/cooking, and science electives and experiences as foundations for access to broad courses of study and not to be seen as extra. Students particularly mentioned expanding electives to offer more choices so that students could select something they like-suggestions included acting/drama/fashion design welding, modeling/design, sports elective, more world language classes and more variety in band instruments.	Providing low-income students with access to electives, dual immersion programs, elementary band, and art classes not only promotes educational equity but also fosters holistic development, enhances cognitive abilities, increases engagement, prepares students for the future, builds community, and empowers them to overcome socioeconomic barriers. While more wealthy neighborhoods or families may have access to the content and enjoyment provided by expanded course offerings, our students largely do not unless these are offered at school. Benefits include: Equal Opportunities: Access to a broad range of courses ensures that all students, regardless of their socioeconomic background, have equal opportunities to explore their interests and talents. Denying these opportunities based on income level perpetuates inequality in education. Holistic Development: Electives, language immersion, and arts education contribute to a well-rounded education that promotes holistic development. These courses foster creativity, critical thinking, problem-solving skills, cultural appreciation, and social-emotional growth, which are essential for success in both academic and real-world contexts. Cognitive Benefits: Studies have shown that exposure to music, art, and language learning enhances cognitive abilities such as memory, attention, and language skills. These benefits are particularly important for low-income students who	Metric 1.7: % of unduplicated students who received their first choice of an elective at the middle school Metric 1.17: % of students identified with chronic absenteeism Metrics 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in LA

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	Scope: LEA-wide	may face additional challenges in their academic journey. Increased Engagement: Offering a variety of courses increases student engagement and motivation in learning. When students have the opportunity to explore subjects they are passionate about, they are more likely to be actively involved in their education and achieve academic success. Preparation for the Future: In today's globalized and diverse world, proficiency in multiple languages, appreciation for the arts, and creative thinking are increasingly valuable skills. Providing access to these courses prepares students for future academic and career opportunities, regardless of their socioeconomic background. Community Building: Electives, language immersion, and arts programs often foster a sense of community and belonging among students. These courses provide opportunities for collaboration, expression, and cultural exchange, promoting inclusivity and diversity within the school environment. Breaking the Cycle of Poverty: Access to a broad course of study can empower low-income students to break the cycle of poverty by providing them with the skills, knowledge, and confidence they need to pursue higher education and career pathways that align with their interests and aspirations.	

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		These services will be provided LEA-wide to maximize their impact in increasing opportunities for all students although they were developed with the needs of unduplicated students in mind.	
1.7	**Action:** Safe and comfortable physical environment **Need:** Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange. In addition, Unduplicated student groups have been identified as Yellow for Chronic Absenteeism. Action steps to date have improved outcomes noted above on the 2024-2025 California Dashboard however, district trends continue in the Low and Very Low levels for Language Arts and Math and Chronic Absenteeism continues to be high above the goal of 9% which was reality prior to COVID. Parent input continues to support HVAC position. **Scope:** LEA-wide	Facilities in good repair are essential for student learning and to prevent disruptions to classes, our campuses do not have extra classrooms to easily accommodate more than 1 or 2 student groups, so immediate functionality is critical. Based on experience before having our own technician, outside support from a reputable service in Bakersfield takes hours or days for service causing substantial disruption to services and create unacceptable teaching/learning conditions. Large numbers of students with asthma who require excellent indoor air quality as outside quality in the southern valley many times is poor for sensitive groups. Parent input continues to support HVAC technician on staff supports student achievement in several ways: Maintaining Comfortable Learning Environment: A comfortable temperature and proper ventilation are crucial for optimal learning conditions. An HVAC technician ensures that heating and cooling systems are functioning efficiently, maintaining a comfortable temperature throughout the school building. This conducive environment can enhance student focus and productivity. Preventing Health Issues: Poor indoor air quality can lead to health issues such as allergies and respiratory problems, which can hinder student	Metrics 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in LA Metric 1.17: % of students identified with chronic absenteeism

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		attendance and performance. An HVAC professional can regularly inspect and maintain ventilation systems to ensure clean and healthy air circulation, reducing the risk of health-related absences and supporting overall well-being. Minimizing Disruptions: HVAC malfunctions or breakdowns can disrupt classes, causing distractions and interruptions to learning activities. Having an HVAC technician on staff enables quick response to maintenance issues and timely repairs, minimizing disruptions to the learning environment and ensuring smooth operation of heating and cooling systems. Emergency Preparedness: In the event of HVAC emergencies such as system failures or extreme weather conditions, having an HVAC technician on staff ensures that there is a designated expert available to address the situation promptly. This proactive approach to emergency preparedness helps maintain continuity in educational activities and ensures the safety and well-being of students and staff. This action will be provided on an LEA-wide basis to maximize the impact of ensuring a welcoming and comfortable environment for all students.	
1.8	**Action:** Technology infrastructure and devices **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.	In order to continue to support a 1 to 1 technology access model with adequate infrastructure the continuation of an equitable technology action is included. Technology support for low-income students is critical for several reasons:	Metrics 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in LA Metric 1.4 % of classroom observations

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	The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. Action steps to date have improved outcomes noted above on the 2024-2025 California Dashboard however, district trends continue in the Low and Very Low levels for Language Arts and Math. Stakeholder input continues to indicate support for ensuring low income students have access to all technology afforded to other students from more affluent homes. **Scope:** LEA-wide	Access to Educational Resources: In today's digital age, many educational resources and learning materials are available online. Without access to technology, low-income students may be at a disadvantage, unable to access the same wealth of educational content as their peers. Technology support ensures that these students have the tools they need to access digital textbooks, educational websites, online tutorials, and other resources that can enhance their learning experience. Equity in Education: Access to technology promotes equity in education by leveling the playing field for all students, regardless of their socioeconomic background. Providing low-income students with access to computers, tablets, and internet connectivity ensures that they have the same opportunities to engage in digital learning activities, complete assignments, conduct research, and develop essential digital literacy skills as their more affluent peers. Remote Learning: Technology support helps bridge the digital divide and ensures that all students can continue learning remotely, regardless of their financial circumstances. Preparation for the Future Workforce: In today's increasingly digital and technology-driven world, proficiency with technology is essential for success in the workforce. By providing low-income students with access to technology and digital learning opportunities, schools help prepare them for future careers that require technological skills. Technology support not only enhances students'	demonstrating implementation of state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels Metric 1.5: % of classroom observations demonstrating implementation of state academic standards in Language Arts as measured on a district walkthrough tool with 4 Implementation levels Metric 1.19: I-Ready End of Year Average Weekly Usage (mins) of Personalized Instruction-Reading and Math

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		academic achievement but also equips them with the digital literacy skills and technological competence needed to thrive in the 21st-century economy. Personalized Learning: Technology can facilitate personalized learning experiences tailored to students' individual needs, interests, and learning styles. With access to educational software, online tutorials, and adaptive learning platforms, low-income students can receive targeted instruction and support that meets their unique learning needs. Technology-enabled personalized learning can improve engagement, motivation, and academic outcomes for students from all backgrounds. Collaboration and Communication: Technology facilitates collaboration and communication among students, teachers, and families, regardless of geographical distance or socioeconomic status. Low-income students can use technology to collaborate on group projects, communicate with teachers outside of class, and engage with educational content in interactive ways. Technology support ensures that all students have access to the tools they need to participate fully in collaborative learning experiences and stay connected with the school community. Digital Citizenship: Technology support also includes teaching students about digital citizenship and responsible use of technology. Low-income students need guidance and support in navigating the digital world safely, ethically, and responsibly. By integrating digital citizenship education into the	

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		curriculum and providing resources for online safety and privacy, schools help empower low-income students to make informed decisions and engage positively in online communities. This action will be provided on an LEA-wide basis to maximize the impact of ensuring 21st Century tools for all students while we expect our unduplicated students will benefit the most as the action was developed with their needs in mind.	
2.1	**Action:** Tier 1/PBIS Engagement and Safety **Need:** Chronic Attendance Dashboard Indicator-Yellow for unduplicated student groups 2022-2023 California Healthy Kids Student results Elementary 5th grade 2022-2023 School connectedness 70% Perceived school safety 74% Meaningful participation 49% Elementary 6th grade 2022-2023 School connectedness 61% Perceived school safety 65% Meaningful participation 37% Middle school 2022-2023 School connectedness 41% Perceived school safety 37% Meaningful participation 18%. As reported by students and parents sharing their students' experiences, there appears to	Principally directed to unduplicated student groups to ensure safety and engagement, campus supervisors and integration of a PBIS system play a crucial role in ensuring the safety, security, and smooth operation of the entire educational institution. Campus Supervisors support staff focus to meet goals set by data gathered from PBIS online, AERIES, and Californian Healthy Kids. Here are several reasons why campus supervisors and the supporting data collection systems are a selected action step. Safety and Security: Campus supervisors help maintain a safe and secure environment for students, staff, and visitors. They monitor entrances and exits, patrol school grounds, and address safety concerns or emergencies promptly. Student Supervision: They supervise students during breaks, lunchtime, and transitions between classes, ensuring that students behave appropriately and follow school rules. This supervision helps prevent conflicts, bullying, and other disruptive behaviors.	Metric 2.1: % of students suspended Metric 2.7 % of students chronically absent Metric 2.3: % of students responding strongly agree to CHKS questions

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	be a huge discrepancy between most staff that are considered to welcome them, be supportive, and be kind, which were a concern prompting a foundational action with significant support for strategies to prompt responsible positive student behaviors rather than using punitive means; including how to stop a fight. Administrators have requested the addition of Navigate 360 SEL Suite to support PBIS. **Scope:** LEA-wide	Emergency Response: In the event of emergencies such as medical incidents, fights, or lockdown situations, campus supervisors are trained to respond quickly and appropriately, providing assistance until professional help arrives. Conflict Resolution: They play a role in mediating conflicts among students or addressing minor disciplinary issues. By intervening early and effectively, campus supervisors help maintain a positive and respectful school climate. Crisis Prevention: Through their presence and proactive engagement with students, campus supervisors help prevent potential conflicts or incidents from escalating into more significant problems, fostering a peaceful learning environment. Assistance to Staff: Campus supervisors support teachers and administrative staff by assisting with crowd control, supervising areas where teachers may not be present, and providing an extra set of eyes and ears to help monitor student behavior. Building Relationships: Campus supervisors often interact with students on a daily basis, building positive relationships and serving as approachable adults whom students can trust and confide in. Community Engagement: They may serve as liaisons between the school and the surrounding community, fostering positive relationships with neighbors and addressing any concerns or issues that may arise.	

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		This action will be provided districtwide since there is a need to support the SEL and behavior needs of all students.	
2.2	**Action:** Mental Health Professionals **Need:** Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups Staff, student, and parent input continues to indicate a need for mental health support. Social workers were mentioned at every school site student input session as a person to be relied on and that supported student feelings and well-being. Kern Integrated Data System responses to the School Connectedness Survey taken by 3rd through 8th graders indicates a consistent 25 to 30% of students not feeling strongly connected to school with declines from Fall 2023-2024 to Spring 2023-2024. School Social Workers will facilitate a tiered system of responding to student social-emotional needs. % Agree/Strongly Agree I feel like it is easy to talk with teachers/ staff at this school. Fall 73% / Spring 70.51% I feel like my teachers and school staff care about me. Fall 77% / Spring 74.16% If I am absent, I feel like there is a teacher or some other adult who will notice my absence. Fall 78%/ Spring 75.90%	Students and Parents were highly favorable of continuing with eight district employed Social Workers who will service individual clinical needs and group-based support. In addition, Social Workers support staff trainings on Suicide Prevention, Loving Solutions, and Preventing/Overcoming Bullying. While principally directed to Foster Youth and Low Income students who may not have access to services otherwise, by implementing this action step, we aim to enhance the social-emotional well-being of students and create a supportive and inclusive school environment where all students can thrive academically, socially, and emotionally.	Metric 2.1: % of students suspended Metric 2.7 % of students chronically absent Metric 2.6: % of students responding strongly agree to KIDS survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	I feel like I belong when I am at school. Fall 74/ Spring 69.02% **Scope:** LEA-wide		
2.3	**Action:** Student Recognitions **Need:** Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups Responses to the question, "I feel like my teachers and school staff care about me." resulted in the following agree/strongly agree responses from 3rd to 8th graders. Fall 77% / Spring 74.16% A modification of incentives to focus on relationship building has been identified given the input of student and parent focus groups who state they value the recognition of school staff in front of their peers and parents along with incentives to work toward. Requests to ensure all staff are using PBIS rewards in an equitable manner and implementing incentives less focused on small, tangible, extrinsic motivators to more relational activities including having more assemblies, field trips, festivals, and awards were suggested by students. **Scope:**	Students, parents, and teachers representing English Learners, Foster students and Low Income students indicate that positive recognitions support their focus toward positive and appropriate behaviors especially when focused on supporting relationship building. By implementing this action step LEA-wide, we aim to create a school environment where all students feel valued, supported, and motivated to succeed academically and socially. Recognitions and incentives for positive behavior not only reinforce desired behaviors but also contribute to a positive school culture that fosters student growth and success. Requests to ensure all staff are using PBIS rewards in an equitable manner and implementing incentives less focused on small, tangible, extrinsic motivators to more relational activities including having more assemblies, field trips, festivals, and awards were suggested by students.	Metric 2.1: % of students suspended Metric 2.7 % of students chronically absent Metric 2.6: % of students responding strongly agree to KIDS survey

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	LEA-wide		
2.4	**Action:** Haven Drive sports/clubs **Need:** Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups Input sessions continue to mention the need for expanded opportunities for engagement particularly at the district's middle school. Haven Drive Middle School student reported outcomes on the Kern Integrated Data System Connectedness Survey has shown increasing rates in response to the question "do you participate" and the goal is to continue to increase this as connectedness percentages on California Healthy Kids Survey continues to lag behind all elementary school sites. Students and staff members suggested continuing sports at all levels. **Scope:** Schoolwide	Having sports and clubs at the middle school level offers numerous benefits for students, contributing to their holistic development and overall well-being. Principally directed to students who may not have the financial means beyond the walls of the school, those without a stable home, and those whose English Development would benefit from additional practice; the following reasons support why middle schools should offer sports and clubs to these students as well as on a school-wide basis for equity purposes. Physical Health: Participating in sports encourages regular physical activity, which is essential for maintaining overall health and fitness. It helps students develop strength, endurance, coordination, and flexibility, contributing to their physical well-being. Social Skills: Sports and clubs provide opportunities for students to interact with peers who share similar interests. Through teamwork, cooperation, and competition, students learn important social skills such as communication, leadership, problem-solving, and conflict resolution. Sense of Belonging: Sports teams and clubs create a sense of belonging and camaraderie among students. They offer a supportive community where students can connect with like-minded individuals, build friendships, and develop a positive school identity.	Metric 2.7 % of students chronically absent Metric 2.1: % of students suspended Metric 2.3: % of students responding strongly agree to CHKS questions

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		Self-Esteem and Confidence: Success in sports and clubs can boost students' self-esteem and confidence. Achieving personal goals, mastering new skills, and receiving recognition for their accomplishments can help students develop a sense of pride and self-assurance. Time Management: Balancing academic responsibilities with extracurricular activities teaches students valuable time management and organizational skills. By juggling practice schedules, games, meetings, and homework, students learn how to prioritize tasks and manage their time effectively. Academic Performance: Research has shown that students who participate in sports and clubs tend to perform better academically. Engaging in extracurricular activities can improve students' motivation, engagement, and attendance, leading to higher achievement in school. Healthy Habits: Participation in sports and clubs promotes the adoption of healthy lifestyle habits. Students learn the importance of regular exercise, proper nutrition, adequate sleep, and stress management, which can have long-term benefits for their physical and mental health. Exploration of Interests: Middle school is a time of exploration and self-discovery. Sports and clubs offer students the opportunity to explore a wide range of interests and talents, from athletics and arts to academic pursuits and community service.	

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		Character Development: In addition to physical and social skills, participation in sports and clubs helps students develop important character traits such as resilience, perseverance, sportsmanship, and empathy. These qualities are valuable for success in school, work, and life. Overall, sports and clubs play a vital role in the middle school experience, providing students with opportunities for personal growth, social development, and academic success. By offering a diverse array of extracurricular activities, schools can enrich students' lives and create a vibrant and inclusive school community	
2.5	**Action:** Student Safety, Access, and Welcoming Environment Supports **Need:** District data and educational partner input continue to demonstrate a need to improve school connectedness, perceptions of safety, and welcoming school environments for unduplicated pupils. While the district has experienced significant improvements in attendance outcomes, the California Dashboard Chronic Absenteeism Indicator remains Yellow for unduplicated student groups, indicating continued need to address factors that influence student engagement, attendance, and school connectedness. Educational partner feedback gathered through LCAP engagement activities, school site committees, student advisory groups, surveys, and meetings with families	District data and educational partner input continue to demonstrate a need to improve school connectedness, perceptions of safety, and welcoming school environments for unduplicated pupils. Although attendance outcomes have improved significantly, the California Dashboard Chronic Absenteeism Indicator remains Yellow for unduplicated student groups, indicating continued need to address factors influencing student engagement, attendance, and school connectedness. Input gathered through LCAP engagement activities, school site committees, student advisory groups, surveys, and meetings with families consistently identifies safe, clean, and welcoming schools as a priority. Students specifically identified clean restrooms, well-maintained campuses, visible adult supervision, safe common areas, and knowing who is on campus as important factors contributing to their sense of belonging and willingness to attend school.	Metric 2.1: % of students suspended Metric 2.7 % of students chronically absent

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	consistently identifies school safety, campus supervision, clean and welcoming facilities, and positive school environments as priorities for students and families. Students have specifically identified the importance of clean restrooms, well-maintained campuses, visible adult supervision, safe common areas, and the ability to easily identify adults who can provide assistance. Parents, teachers, and administrators have consistently expressed support for measures that enhance campus safety, including visitor management systems, security cameras, crossing guard services, and other safety measures designed to support student well-being and reduce barriers to attendance and engagement. School climate data further support this need. Parent responses regarding whether school facilities are well-maintained range from approximately 30% to 53%, indicating continued opportunities to improve educational partner perceptions of the learning environment. Educational partners have repeatedly identified safe, clean, and welcoming schools as an important factor in students' willingness to attend school regularly and participate fully in the educational program. To address these identified needs, the district will continue providing supplemental personnel and safety supports, including additional custodial services, campus supervision, safety equipment, visitor management systems, campus monitoring systems, crossing guard	Parents, teachers, and administrators also expressed strong support for visitor management systems, security cameras, crossing guard services, and other safety measures that enhance student well-being and reduce barriers to attendance and engagement. School climate data further support this need. Parent responses regarding whether school facilities are well-maintained range from approximately 30% to 53%, indicating continued opportunities to strengthen perceptions of the learning environment. To address these identified needs, the district will continue providing supplemental personnel and safety supports, including additional custodial services, campus supervision, visitor management systems, campus monitoring systems, safety equipment, crossing guard services, vape detection technology, and related environmental improvements. These services are principally directed toward improving school connectedness, perceptions of safety, attendance, and access to supportive learning environments for unduplicated pupils.	

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	services, vape detection technology, and related environmental improvements. These services are principally directed toward meeting the needs of unduplicated pupils by improving school connectedness, perceptions of safety, attendance, and access to supportive learning environments. Because unduplicated pupils comprise the vast majority of the district's enrollment and are enrolled across all schools, grade levels, and instructional settings, these services are most effectively implemented on a schoolwide basis. Restricting these services to specific students would limit their effectiveness, as safe, clean, and welcoming learning environments require comprehensive implementation across the entire campus environment. Students identified clean restrooms, well-maintained campuses, visible adult supervision, and safe common areas as factors that contribute to their sense of belonging and willingness to attend school. These supplemental supports are intended to increase student/parent/staff perceptions of safety, strengthen school connectedness, improve supervision and access to trusted adults, reduce barriers to participation in school programs and activities, and support a positive, welcoming school environment for unduplicated pupils.		

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	Student, family, and staff survey data, school climate measures, attendance data, behavioral incident reports, visitor logs, safety audits, and participation rates in school activities will be reviewed annually to evaluate the effectiveness of these supports. Students and families repeatedly identified safety and knowing who is on campus as a barrier to feeling safe and connected. These systems directly support student supervision, campus security, and timely response to student incidents. **Scope:** LEA-wide		
2.6	**Action:** Alternative to Suspension class **Need:** A Yellow on the Chronic Absentee Dashboard and Oranges and Reds in Language Arts and Math for all unduplicated populations indicates a need for students to be at school and learning. Another action step being continued but modified will be the Alternative to Suspension class as Administrators, Social Workers, Classified Staff, and Students repeatedly mentioned a need for a restorative, but firmer and more structured setting. Feedback for ALA from parents was supportive to prevent	While consequences are necessary, sending a student home to be possibly unsupervised and in an environment which may allow the undesired behavior to continue prompts the continuation of the Alternative Learning Academy. Another action step being continued but modified will be the Alternative to Suspension class as Administrators, Social Workers, Classified Staff, and Students repeatedly mentioned a need for a restorative, but firmer and more structured setting. Feedback for ALA from parents was supportive to prevent students from being suspended to a home situation which may be unsupervised while staff input prompts the need for reflection of daily implementation of routines and expectations.	Metric 2.1: % of students suspended Metric 2.7 % of students chronically absent

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	students from being suspended to a home situation which may be unsupervised while staff input prompts the need for reflection of daily implementation of routines and expectations. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to maximize the impact on improving the climate at all schools for all students.	
3.1	**Action:** Data Monitoring, Analysis, and Intervention **Need:** California Dashboard indicates high chronic attendance rates for the following student groups. English Learners 21.1% Foster Youth 16.7% Socioeconomically Disadvantaged 25% End of year Kern Integrated Data reports indicate significant declines for overall chronic rates (down to a current 20%) yet specific groups exceed the overall average including African American, Filipino, White, Students with Disabilities, and Homeless. Transitional Kindergarten and Kindergarten far exceed the rate of other grades and significantly affect the overall average. Administrators, Teachers, Parents, and Classified staff continue to be concerned about the high rate of absences and appreciate the support of Student Success Facilitators and Attendance Clerks. A2A use will be continued per contract, however input	Regular data analysis utilizing AERIES, Attention2Attendence, and Kern Integrated Data Systems will enable the district to track progress and make data-driven decisions to promote positive attendance and to intervene to continuously improve attendance rates supported by dedicated staff members including Student Success Facilitators and School Attendance Clerks. This action is principally directed to unduplicated groups as their attendance rates are in the very high and high bands requiring significant decreases to return to a level of approximately 9% prior to COVID closures but will provide these actions LEA-wide since it will benefit all students.	3.1 % of students with chronic absences - Dashboard 3.2 average daily attendance Spotlight days 3.3 drop out rate % 3.4 average daily attendance %

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	from Classified staff working with the program continue to indicate concerns regarding service and District Administrators have concerns regarding accuracy of data when first presented and other programs will be considered in the future. **Scope:** LEA-wide		
3.2	**Action:** Provide wrap-around services - focus physical health **Need:** Chronic rates for the specific groups noted, although declining, are high on the California Dashboard Foster Youth 16.7% declined 10.6% Socioeconomically Disadvantaged 25% declined 8.9% All unduplicated groups were Yellow on the California Dashboard Parent input indicated nurses are a key component of safety which affects attendance. **Scope:** LEA-wide	District nurses provide healthcare services directly to patients within their school providing care to those having difficulty accessing care. Preventative care including check-ups and screening will identify health issues early on and can help prevent absenteeism due to illness. Chronic disease management for noted high concerns such as diabetes and asthma can reduce the likelihood of complications leading to absenteeism. Health education for families about healthy lifestyles, disease prevention, and self care empowers families to manage their health leading to better attendance by reducing the occurrence of preventable illnesses. Social Workers provide mental health services to Arvin students as there is no local mental health facility in our city. Their work is foundational to clinical work at the school site and supporting referrals to outside agencies as deemed appropriate. These services are principally targeted to Low Income families as a support for those without transportation and services are no-cost to families. Foster students require extra social-emotional	3.1 % of students with chronic absences - Dashboard 3.2 average daily attendance Spotlight days 3.3 drop out rate % 3.4 average daily attendance %

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		support to persevere through hard-ships. Information and medical releases are shared between personnel in this action step and the personnel in Action 1 to support positive student attendance. Together, the nurse, social worker, and health clerk form a multidisciplinary team that addresses the complex factors influencing student attendance and provides comprehensive support to promote regular attendance and academic success. These services will be provided districtwide as we believe all students can benefit to not miss school, but we expect our unduplicated students will benefit the most.	
3.4	**Action:** Attendance Recognition **Need:** Chronic Attendance rates for unduplicated students are high as noted below Metric 3.3: California Dashboard: Yellow for unduplicated student groups English Learners 21.1% Foster Youth 16.7% Socioeconomically Disadvantaged 25% Incentives, as noted in Goal 2, will be refined as suggested by Students so that awards currently focused on whole class attendance do not affect individuals who do attend school regularly- they do like the "Cookie Monster". Literature read by classified staff prompted thoughts on more frequent recognitions with tangible items being less of a focus.	Incentives are provided to address attendance needs principally directed for English Learners, Foster Youth, and Low Income student groups whose Chronic Attendance rates are Very High or High for several reasons: Motivation: Incentives serve as motivators to encourage students to attend school regularly. By offering rewards or recognition for good attendance, students are more likely to make an effort to attend classes consistently. Positive Reinforcement: Incentives provide positive reinforcement for desired behavior, reinforcing the importance of attending school regularly. When students receive rewards or recognition for their attendance efforts, it reinforces the behavior and encourages them to continue attending school.	3.1 % of students with chronic absences - Dashboard 3.2 average daily attendance Spotlight days 3.3 drop out rate % 3.4 average daily attendance %

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	Scope: LEA-wide	Behavioral Change: For students who struggle with attendance issues, incentives can help initiate and sustain behavioral change. By providing tangible rewards or incentives for improved attendance, students may be more inclined to make an effort to overcome barriers to attendance and establish better attendance habits. Sense of Achievement: Incentives offer students a sense of achievement and accomplishment for meeting attendance goals. Whether it's receiving certificates, prizes, or other rewards, students feel a sense of pride and accomplishment when they are recognized for their attendance efforts. Community Building: Incentives can help foster a sense of community within the school environment. When students work towards attendance goals together and are rewarded collectively for their efforts, it promotes a positive school culture and strengthens bonds among students, teachers, and staff. Attendance Culture: Providing incentives for attendance helps reinforce the importance of regular attendance and contributes to building a culture where attendance is valued and prioritized. Over time, this can lead to a shift in attitudes towards attendance and a reduction in chronic absenteeism within the school community. Overall, incentives serve as effective tools for promoting positive attendance behaviors, motivating students to attend school regularly, and ultimately contributing to improved academic outcomes and student success for all students	

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		with the expectation that our unduplicated students will benefit the most since the action was developed with their needs in mind.	
3.5	**Action:** Intra-district transfer attendance support **Need:** The district identified a need to improve attendance, school connectedness, and educational continuity for unduplicated pupils, particularly foster youth and pupils identified as socioeconomically disadvantaged. The 2024–2025 California School Dashboard reported a chronic absenteeism rate of 13.6% for all students. In comparison, foster youth had a chronic absenteeism rate of 31.0%, which was 17.4 percentage points higher than the rate for all students and resulted in a Red, Very High performance level. Socioeconomically disadvantaged pupils had a chronic absenteeism rate of 14.0%, which was also higher than the districtwide rate. Homeless pupils, many of whom may also qualify as unduplicated pupils, had a chronic absenteeism rate of 19.1%, further demonstrating the attendance challenges associated with housing instability and student mobility. Additionally, English Learners had a chronic absenteeism rate of 11.2% with an indicator of Yellow, High. Educational partner feedback from parents, students, and staff identified the importance of maintaining students in their neighborhood schools and preserving relationships with	To address the identified attendance, school connectedness, and educational continuity needs of unduplicated pupils, the district will maintain and fund up to three classroom teachers at school sites and grade levels where enrollment fluctuations would otherwise result in students being transferred from their neighborhood school or placed in combination-grade classrooms. The placement of the funded teachers will be prioritized based on enrollment patterns, concentrations of unduplicated pupils, attendance outcomes, and the potential disruption of established academic, behavioral, English Learner, and social-emotional supports. This action is principally directed toward unduplicated pupils because maintaining stable classroom placements allows these pupils to remain connected to trusted adults and peers, preserve predictable school and transportation routines, and continue receiving services from familiar staff through the district's Multi-Tiered System of Supports. Reducing the need for combination-grade classrooms will also allow teachers to provide more focused grade-level instruction, targeted academic interventions, English Learner supports, differentiated instruction, and timely responses to attendance, behavioral, and social-emotional needs.	The district will use Aeries, Attention2Attendance, the Kern Integrated Data System, and California School Dashboard data to monitor the implementation and effectiveness of this action. Metric 3.1: Percentage of students who are chronically absent as reported on the California School Dashboard, including results disaggregated for foster youth, English Learners, socioeconomically disadvantaged pupils, homeless pupils, and other numerically significant student groups. Metric 3.2: Average daily attendance, including attendance on district Spotlight Days, disaggregated by applicable student group. The district will also monitor the number of

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	familiar teachers, staff, and peers. Families expressed concern that school transfers resulting from enrollment fluctuations may disrupt transportation arrangements, attendance routines, family-school relationships, and access to established academic and social-emotional supports. These disruptions may have a greater impact on unduplicated pupils who experience foster-care placement, economic instability, language barriers, or other circumstances affecting consistent school attendance and educational continuity. **Scope:** LEA-wide	Educational partner feedback supports this approach, as parents, students, and staff have emphasized the importance of neighborhood school access, stable relationships with school staff, and continuity of services. Families have expressed concern that transferring students because of enrollment fluctuations may negatively affect attendance, school connectedness, family engagement, and access to established supports. The action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout the district and enrollment fluctuations may affect different school sites and grade levels from year to year. LEA-wide implementation allows the district to assign the funded teachers where data demonstrate the greatest need and where the positions will have the greatest impact on attendance, stability, and educational continuity for unduplicated pupils. Although other students may also benefit, the action is designed, prioritized, and implemented based on the identified needs of unduplicated pupils.	intra-district transfers avoided, the number of combination-grade classrooms avoided or reduced, the number of unduplicated pupils able to remain enrolled in their neighborhood school, and attendance outcomes at the sites and grade levels receiving the additional classroom teachers. District and site staff, including Student Success Facilitators and School Attendance Clerks, will review the data regularly and adjust teacher placement and attendance supports as needed.
4.1	**Action:** Enhanced Parent Communication **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.	Having strong parent communication tools and staff, including platforms like ParentSquare, is essential for several reasons: Enhanced Student Support and Engagement: Timely Updates: Regular updates on student progress, school events, and important announcements keep parents informed and engaged in their child's education. Parental Involvement: Effective communication encourage parents to participate in school activities and support their children's learning at home, which can lead to better student outcomes.	Metric 4.1 % of students with Chronic Absenteeism - Dashboard Metric 4.2 Distance from Standard - Dashboard Math Metric 4.3 Distance from Standard - Dashboard ELA Metric 4.4 % of parents responding strongly agree -CHKS

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	In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. Significantly, chronic attendance rates for English Learners is measured at 16.7% with all other unduplicated groups and numerically significant student groups with a higher chronic rate. Responses to CHKS parent questions indicate over 50% of parents do not perceive themselves as key stakeholders which requires a deeper dive and focus to improve parent engagement. **Scope:** LEA-wide	Efficient Communication: Streamlined Messaging: Platforms like ParentSquare consolidate various communication channels (emails, texts, app notifications) into one, making it easier for schools to send out information and for parents to receive it without missing important messages. Bilingual Support: Parent Square and staff offers translation services, ensuring non-English speaking parents can understand and respond to communications. Improved Safety and Emergency Response: Real-Time Alerts: In case of emergencies or urgent situations, schools can quickly reach parents with real-time alerts, ensuring they are informed and can respond appropriately. Tracking Responses: Tools like ParentSquare allow schools to track whether parents have received and read messages, ensuring critical information is disseminated effectively. Increased Transparency and Trust: Regular Updates: Regular communication about school policies, events, and student progress helps build trust between parents and the school administration. Feedback Mechanism: These tools and staff provide ways for parents to give feedback, ask questions, and express concerns, fostering a collaborative environment. Convenience and Accessibility: Mobile Accessibility: With mobile apps, parents can receive notifications and updates on the go,	

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		ensuring they stay informed regardless of their schedule or location. User-Friendly Interface: Platforms like ParentSquare are designed to be user-friendly, making it easier for parents of all tech-savviness levels to stay connected. Documentation and Record-Keeping: Message Archives: Communication platforms often keep records of all messages sent and received, providing a valuable archive for reference and accountability. Shared Resources: Schools can share documents, forms, and other resources through these platforms, ensuring parents have easy access to necessary materials for all students. This action is being provided on an LEA-wide basis to maximize the impact in family engagement and to ensure regular and clear communication for all families with the expectation that families of unduplicated students will receive significant benefit.	
4.2	**Action:** Enhanced parent engagement opportunities **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange.	Improving our current parent participation and engagement processes is critical to address: Enhanced Student Achievement: Research consistently shows that when parents are actively involved in their children's education, students tend to perform better academically. Parental involvement can lead to increased motivation, improved attendance, better behavior, and higher grades. Positive School Environment: When parents are involved in school activities, it creates a sense of	Metric 4.1 % of students with Chronic Absenteeism - Dashboard Metric 4.2 Distance from Standard - Dashboard Math Metric 4.3 Distance from Standard - Dashboard ELA Metric 4.4 % of parents responding strongly agree -CHKS

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	In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. Significantly, chronic attendance rates for English Learners is measured at 16.7% with all other unduplicated groups and numerically significant student groups with a higher chronic rate. Educational partner feedback consistently demonstrates that families desire greater understanding of grade-level academic expectations and practical strategies to support learning at home. This need is particularly important for low-income families and families of English Learners who may have limited access to educational resources outside of school. While the district provides high-quality instruction during the school day, educational partner input indicates that families want additional support, materials, and training to reinforce literacy, mathematics, and language development skills at home. Providing both family workshops and aligned take-home learning resources creates a stronger connection between home and school and increases opportunities for students to practice and apply skills beyond the classroom. **Scope:** LEA-wide	community and belonging. This positive environment can foster better relationships between students, teachers, and parents, leading to a more supportive and encouraging atmosphere for learning. Increased Communication: Setting parent involvement goals encourages regular communication between parents and teachers. This communication allows for the sharing of information about student progress, upcoming events, and educational resources. When parents are well-informed, they can provide better support for their children's learning at home. Parental Empowerment: Involving parents in goal-setting and action planning empowers them to take an active role in their child's education. When parents feel valued and included in the educational process, they are more likely to advocate for their child's needs and participate in school activities. Improved Attendance and Participation: Setting specific goals for parent involvement can increase parent attendance at school events, meetings, and conferences. This increased participation can strengthen the connection between home and school, leading to greater engagement from both parents and students. Cultural Responsiveness: Recognizing and respecting the diverse backgrounds and experiences of families is essential for effective parent involvement. Setting inclusive goals and action steps ensures that all parents feel welcome	

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		and valued in the school community, regardless of their cultural or linguistic background. Higher Family Satisfaction: When parents feel involved and engaged in their child's education, they are more likely to report higher levels of satisfaction with their child's school. This satisfaction can lead to increased support for school initiatives, better retention rates, and positive word-of-mouth referrals within the community. This action is being provided on an LEA-wide basis to maximize the impact in family engagement for all students.	
5.1	**Action:** Data/Assessment Tools and Learning Systems **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. Input from Teachers, Principals, Administrators, Certificated/Classified Staff, Parents, Students, Local Bargaining Units, and SELPA Administrators support a goal focused	Data is crucial for guiding instruction and the development of cycles of inquiry in education because it provides valuable insights into student learning and helps educators make informed decisions about the program implementation and teaching practices. Focusing on screeners, diagnostics, and pre-post to drive instruction is critical to implementation of pacing and ensuring Reds and Oranges decrease. Data systems have been selected to be principally directed to gathering and utilizing information to support unduplicated student groups in the LCAP. Utilizing this data on and LEA wide basis supports unduplicated students and their peers by helping district staff with: Comprehensive Data Collection: Data and assessment systems provide educators with tools for collecting a wide range of data, including formative assessment results, standardized test	5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark

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	on student outcomes due to our students' needs in Language Arts and Math for all student groups based on data from state and local measures. Principals, Administrators, Parents, and Teachers all influence the refinement of metrics, Formative Assessment, and Intervention. **Scope:** LEA-wide	scores, attendance records, and demographic information. Having access to comprehensive data allows educators to gain a holistic understanding of student learning and performance. Data Analysis Tools: These systems often include built-in data analysis tools that enable educators to analyze assessment data quickly and efficiently. These tools may generate reports, visualizations, and summaries that highlight key trends and insights, making it easier for educators to interpret the data and identify areas for improvement. Evidence-Based Decision-Making: By purchasing and utilizing data and assessment systems, educators can make evidence-based decisions about instruction. These systems provide empirical evidence of student learning, which helps educators identify effective instructional practices and prioritize areas for intervention or enrichment. Continuous Improvement: Data and assessment systems support cycles of inquiry by providing educators with ongoing feedback about student progress and instructional effectiveness. Educators can use this feedback to reflect on their teaching practices, set goals for improvement, and refine their instructional strategies over time. A significant math alignment project is being conducted to focus on the deep and wide-spread needs in math achievement as all student groups with high numbers of students were identified in the lowest band at the district level. This includes professional development, a focus on rigor and standards-aligned instruction, and best practices	

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		for use of manipulatives and representation to ensure students can build and justify their responses with conceptual modeling. Classroom walkthroughs are conducted monthly and evidence of standards implementation and practice by students is formatively assessed on a local rubric with next steps identified by visiting teams to identify strengths and continued areas of need. Formative assessments are being redesigned in alignment with a pacing guide developed collaboratively by school site representatives working alongside Kern County Superintendent of Schools Consultants and Teachers on Special Assignment. This action addresses the lowest performance level for Math: Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities Diagnostic platforms will be continued including iReady, STAR, 95%, and consideration of Prodigy and other math fact practice platforms based on student input. This action addresses the lowest performance level for Language Arts for the District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra	

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		Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income	
5.2	**Action:** Intervention / Extension Staff **Need:** California Dashboard outcomes for District, School Sites, and unduplicated student groups in LA, Math specifically as noted below for school sites and student groups listed. MATHEMATICS DASHBOARD- (see Goal 5 Action 2 for specific action to address all Red's in this area) District groups identified as lowest performance level RED areas in Math include: Overall District- (-96 maintained 1.2) District student groups- All Students (-96 maintained 1.2), English Learners (-106.8 maintained 2.3), Hispanic (-95.9 maintained 1.5), Low Income (-98 maintained 1.7), Students with Disabilities (-164 declined 19.4) School Sites identified as the lowest performance level RED: Haven Drive (-116.9 maintained 0.6) School site student groups identified at the lowest performance level RED include: Haven Drive- Hispanic (-115.3 maintained 2.5) Bear Mountain- English Learners (-98.1 declined -9.8), Students with Disabilities (-164.7 declined -46.8)	Best practices and supports principally directed to unduplicated student groups ensures attending to their individual and student group needs. These best practices support LEA-wide Multi-Tiered Systems of Support for all students with expectation our unduplicated students will benefit the most as the action was developed with their needs in mind. Data-Driven Decision Making: Assigning intervention staff to student groups based on data analysis ensures that interventions are targeted towards students who need them the most. Regular review of student data allows for adjustments in intervention strategies to address areas of improvement and provide further support where needed. Collaborative Approach: Establishing a culture of shared responsibility for student success encourages collaboration among intervention staff, classroom teachers, and administration. This collaborative effort ensures that all stakeholders are working towards common goals and pooling resources to support student learning effectively. Addressing Social-Emotional Needs: Recognizing and addressing the social-emotional needs of students receiving interventions is essential for creating a supportive learning environment. By collaborating on strategies to address behavioral	5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.5 % of writing proficiency pass rate by grade level 5.6 % of students achieving proficiency on CAA in ELA 5.7 % of students achieving proficiency on CAA in Math 5.8 % of students at / above benchmark

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	El Camino Math- Students with Disabilities (-150.3 declined -21.5) Sierra Vista Math- Students with Disabilities (-141.5 declined -27.3) LANGUAGE ARTS DASHBOARD - (see Goal 5 Action 2 for specific action to address all Red's in this area) District groups identified as having the lowest performance level RED areas in English Language Arts include: English Language Arts- English Learners (-76.1 maintained -0.5), Students with Disabilities (-136.1 declined 12.1) School Sites identified as the lowest performance level RED: Bear Mountain (-83.7 declined -12.6) and Sierra Vista (-71.8 declined -3.8) School site student groups identified at the lowest performance level RED: Bear Mountain- English Learners (-98.1 declined -20.8), Hispanic (-84.7 declined -13), Low income (-86.2 declined -12.9), Students with Disabilities (-144.5 declined -54.2) El Camino- Students with Disabilities (-136.7 declined -8.5) Sierra Vista- English Learners (-78.7 declined -5.7; Hispanic -72 declined -4.1), Low income (-72.9 declined -3.3) Interventions will be implemented by funding three certificated elementary intervention teachers and classified instructional support staff, with additional funds adding 3 additional	challenges, intervention staff can help remove barriers to academic progress and promote student well-being. Tailored Learning Plans: Collaboration between intervention teachers and classroom teachers allows for the development of individualized learning plans that address the specific needs of each student. By utilizing assessment data and input from teachers, interventions can be customized to target areas of difficulty and support student growth. Differentiated Instruction: Utilizing a variety of instructional strategies and resources ensures that interventions are accessible and engaging for all students. Instructional aides play a crucial role in providing additional support and reinforcement to students during instructional sessions, helping to reinforce learning and build confidence. Professional Development: Providing ongoing professional development opportunities for intervention teachers and instructional aides ensures that they have the knowledge and skills necessary to implement effective intervention techniques and instructional practices. This continuous learning helps to improve the quality of interventions and ultimately enhances student outcomes. Strategic LREBG Actions ELA & Literacy Support Action: Deployment of literacy coaches and implementation of early-grade reading	

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	intervention teachers per site and a site determined number of aides with federal funds. Funding will be expanded for TK beyond the date range for enrollment eligibility to fill the current 6 classrooms and possibly expand to a 7th classroom as a reflection on the input from Teachers, Principals, Administrators, Certificated/Classified Staff, Parents, Students. Many students mentioned they appreciated the strategies their teachers used to explain things and suggested professional development to help all teachers provide appropriate levels of support as students mentioned their questions are not always understood or answered LREBG Narrative for Arvin Union School District Learning Recovery Emergency Block Grant (LREBG) Expenditures and Rationale Arvin Union School District has prioritized the use of LREBG funds to address significant and persistent academic achievement gaps identified through state summative assessments. The following actions and allocations are grounded in recent performance data and the district's comprehensive needs assessment. Assessment Data Highlights (2023–2024) - summary of data can located in LCAP metrics above as well as a companion document "LREBG Needs Assessment" ELA (Grades 3–8, LREBG Students)	interventions with intervention teachers and instructional aides. Targeted Need: Low ELA performance in early grades and among SWD, LTEL, and homeless students. Monitoring Metrics: CAASPP ELA results, early literacy assessments Mathematics Recovery Action: Small-group numeracy sessions with intervention and instructional aides. Targeted Need: Foundational understanding gaps, especially among SWD. Monitoring Metrics: CAASPP Math classroom-based formative data Professional Development Action: Training in data-driven instruction, inclusive scaffolding Targeted Need: Inconsistencies in instructional practice and ELD support Monitoring Metrics: Walkthrough data, PD participation and implementation logs These actions were designed through consultations with educators, family partners, and site councils. Ongoing implementation fidelity will be monitored via metrics outlined in the LCAP action tables and informed by the latest Dashboard data and local assessments.	

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	Only 2.02% met the “Standard Exceeded” level, with an additional 10.10% at “Standard Met.” A combined 63.16% of students scored “Standard Not Met,” a marginal improvement from previous years. Mathematics (Alternate Assessment, LREBG Students) Only 33.33% of students demonstrated “Foundational Understanding” or above. One-third of students remain at “Limited Understanding” levels, consistent with the prior year. These data illustrate a critical need for targeted academic interventions, especially in foundational literacy and numeracy, and justify the strategic use of LREBG funds for learning recovery. **Scope:** LEA-wide		
5.3	**Action:** Supplemental Instructional Materials,and technology apps/classroom supports **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.	Supplemental materials and staff play a crucial role in supporting academic skills by providing additional resources, personalized support, differentiated instruction, enrichment opportunities, targeted intervention, accessibility, inclusivity, and professional development for educators. These resources and supports contribute to a more comprehensive and responsive educational	5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.4 % of students reported as meeting or exceeding standards in science

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	The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. Supplemental materials and supplies were requested by Principals, District Administrators, teachers, and classified staff to provide instructional materials and supports beyond the district adopted textbooks and to include items to enhance technology use for instructional purposes. **Scope:** LEA-wide	experience that fosters the academic success and holistic development of all students.	5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark
5.4	**Action:** Library **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts.	School libraries play a critical role in fostering student comprehension skills and building foundational reading abilities for several reasons: Access to Diverse Resources: School libraries provide access to a wide range of books, magazines, newspapers, and digital resources, catering to various interests and reading levels. This diversity allows students to explore different genres, topics, and perspectives, which is essential for developing comprehension skills and expanding their understanding of the world. Promotion of Independent Reading: School libraries encourage independent reading by allowing students to choose books based on their	5.1 Distance from standard language arts 5.3 % of students reading at grade level by 3rd grade 5.5 % of writing proficiency pass rate by grade level

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	Continuation of library staff and book purchases, especially in various languages, was influenced by students, teachers, and parents. **Scope:** LEA-wide	interests and preferences. Independent reading helps students develop reading fluency, vocabulary, and comprehension skills as they engage with texts at their own pace and level. Support for Curriculum and Learning Objectives: Librarians collaborate with teachers to select materials that support the school curriculum and learning objectives. By aligning library resources with classroom instruction, students have access to supplementary materials that reinforce concepts taught in class, deepen their understanding of subjects, and enhance their comprehension skills. Opportunities for Research and Inquiry: School libraries provide a conducive environment for research and inquiry-based learning. Librarians teach students how to navigate information sources effectively, evaluate the credibility and relevance of sources, and synthesize information to develop critical thinking and comprehension skills. Promotion of Literacy and Love for Reading: School libraries play a crucial role in promoting literacy and fostering a love for reading. Through storytelling sessions, book clubs, author visits, and other literacy initiatives, libraries create opportunities for students to engage with literature in meaningful ways, motivating them to become lifelong readers. Development of Information Literacy Skills: In today's digital age, it's essential for students to develop information literacy skills to navigate and evaluate online information critically. School	

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		libraries teach students how to search for information effectively, discern credible sources from unreliable ones, and ethically use information, contributing to their overall comprehension abilities. Creation of a Reading Culture: School libraries contribute to the creation of a reading culture within the school community. By fostering a supportive and welcoming environment for reading, libraries instill the value of literacy and comprehension skills, encouraging students to view reading as a pleasurable and enriching activity. These resources and supports contribute to a more comprehensive and responsive educational experience that fosters the academic success and holistic development of all students.	
5.5	**Action:** Instructional Field trips **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. **Scope:**	Provide experiences principally directed for socially economically disadvantaged students, foster, and homeless as to expand student experiences they may not otherwise encounter. This action is being offered on an LEA-wide basis yet we expect our unduplicated students will benefit the most since the action was developed with their needs in mind. Writing with a purpose Field trip continuation but with modification to embed writing was influenced by students who state these should happen earlier in the year. Additional field trips for college/career visits was added to provide additional exposure to outside opportunities based on teacher and student input.	5.1 Distance from standard language arts 5.2 Distance from standards math 5.4 % of students reported as meeting or exceeding standard in science 5.5 % of writing proficiency pass rate by grade level

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	LEA-wide		
5.6	**Action:** Expanded Learning Sessions **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. This action addresses the lowest performance level for Math: Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities This action addresses the lowest performance level for Language Arts : District overall, District English Learners and Students with Disabilities;	Prioritizing ELOP funding for afterschool and summer programs at the elementary level before extending these benefits to middle school students ultimately supports equity and academic performance by creating a stronger foundation for students as they enter middle school. Ensuring elementary students receive necessary support and enrichment helps close early educational gaps, leading to a more equitable starting point when they reach middle school. As a result, middle school programs can be more effective, building on a solid base of academic and social skills developed during elementary years. Funding set aside for full programs during Summer, Winter, and Spring sessions guarantees that middle school students also benefit from continuous enrichment opportunities, promoting consistent academic progress and mitigating potential learning loss throughout the year. This strategic approach ensures that all students, especially those in middle school, are better prepared and supported in their educational journey. This action is being offered on an LEA-wide basis yet we expect our unduplicated students will benefit the most since the action was developed with their needs in mind.	5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.4 % of students reported as meeting or exceeding standard in science 5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark

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	School sites Bear Mountain and Sierra Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income Middle school students do not receive the same benefits of ELOP funding for afterschool and summer programs until all elementary students have had the opportunity to be served. While this is our goal, funding has been set aside to run full programs for Summer, Winter, and Spring sessions to be determined. Input from parents in favor of Summer school for extra learning impacted continuation of Summer Extension in coordination with ELOP funding as well as possible winter and spring sessions. Students mentioned after school help as being positive and needs are evident in language arts and math at all school sites and student groups as noted below as measured by the California Dashboard. **Scope:** LEA-wide		
5.7	**Action:** Academic incentives **Need:** California Dashboard outcomes for District, School Sites, and unduplicated student groups	LCAP input sessions and surveys including students, parents, and teachers representing English Learners, Foster students and Low Income students indicate that positive recognitions motivate academic efforts. By implementing this action step LEA-wide, we aim to create a school environment where all students feel valued,	5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade

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	in LA, Math specifically as noted below for school sites and student groups listed. MATHEMATICS DASHBOARD- (see Goal 5 Action 2 for specific action to address all Red's in this area) District groups identified as lowest performance level RED areas in Math include: Overall District- (-96 maintained 1.2) District student groups- All Students (-96 maintained 1.2), English Learners (-106.8 maintained 2.3), Hispanic (-95.9 maintained 1.5), Low Income (-98 maintained 1.7), Students with Disabilities (-164 declined 19.4) School Sites identified as the lowest performance level RED: Haven Drive (-116.9 maintained 0.6) School site student groups identified at the lowest performance level RED include: Haven Drive- Hispanic (-115.3 maintained 2.5) Bear Mountain- English Learners (-98.1 declined -9.8), Students with Disabilities (-164.7 declined -46.8) El Camino Math- Students with Disabilities (-150.3 declined -21.5) Sierra Vista Math- Students with Disabilities (-141.5 declined -27.3) LANGUAGE ARTS DASHBOARD - (see Goal 5 Action 2 for specific action to address all Red's in this area) District groups identified as having the lowest performance level RED areas in English Language Arts include:	supported, and motivated to succeed academically. Recognitions and incentives for academic improvement and academic success reinforce desired learning behaviors and reward students for meeting goals set. This action is being offered on an LEA-wide basis yet we expect our unduplicated students will benefit the most since the action was developed with their needs in mind.	5.4 % of students reported as meeting or exceeding standard in science 5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark 5.9 % of students meeting 6 of 6 criteria

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	English Language Arts- English Learners (-76.1 maintained -0.5), Students with Disabilities (-136.1 declined 12.1) School Sites identified as the lowest performance level RED: Bear Mountain (-83.7 declined -12.6) and Sierra Vista (-71.8 declined -3.8) School site student groups identified at the lowest performance level RED: Bear Mountain- English Learners (-98.1 declined -20.8), Hispanic (-84.7 declined -13), Low income (-86.2 declined -12.9), Students with Disabilities (-144.5 declined -54.2) El Camino- Students with Disabilities (-136.7 declined -8.5) Sierra Vista- English Learners (-78.7 declined -5.7; Hispanic -72 declined -4.1), Low income (-72.9 declined -3.3) Academic Incentives continues to be funded as influenced directly from parents and students and was one of the highest mentioned and recommended items from parents and students when meeting with educational partners to encourage and reward students for meeting academic achievement goals. **Scope:** LEA-wide		
5.8	**Action:** Professional Development commitments	Professional development is crucial in the Arvin Union School District to support student academic outcomes, particularly in light of insufficient growth	5.1 Distance from standard language arts

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	Need: English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. Student academic outcomes in the Arvin Union School District have not shown sufficient growth to exit from the Very Low and Low levels in Language Arts, Math, and English Learning Progress. Partners including Principals, Administrators, Certificated/Classified, Parent, and Community Members influence a modification to the previous goal for professional development as initial training for Professional Learning Teams has taken place and will require support to ensure a focus on the Cycle of Inquiry. **Scope:** LEA-wide	in Language Arts, Math, and English Learning Progress, which remain at Very Low and Low levels. High-quality professional development equips teachers with support to access the most recent Frameworks, the latest instructional strategies, data-driven approaches, and best practices tailored to meet the diverse needs of their students. By enhancing teachers' skills and knowledge, professional development enables educators to effectively address learning gaps, implement differentiated instruction, and foster a more engaging and supportive learning environment. Additionally, ongoing professional growth helps teachers stay current with educational research and technologies, enabling them to better support English learners and students struggling in core subjects. Ultimately, investing in professional development empowers teachers to improve their instructional quality, leading to enhanced student performance and progress in these critical areas. This action is being offered on an LEA-wide basis to support all student yet we expect our unduplicated students will benefit the most since the action was developed with their needs in mind.	5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.4 % of students reported as meeting or exceeding standard in science 5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark 5.9 % of students meeting 6 of 6 criteria

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

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1.5	**Action:** Foster Services **Need:** Foster youth outcome on the California Dashboard for Math and ELA are not reported due to the small student group at the age to take CAASSP which varies significantly over time. However, it is noted that attendance for this group has been a struggle as they are moved into or out of homes during the year. 2023-2024 Chronic Attendance: Yellow Attendance for foster students improved for 2024-2025 California Dashboard reporting but is still far above the 9% goal which was a reality prior to COVID. Parent input supports action steps for foster care. **Scope:** Limited to Unduplicated Student Group(s)	Trauma-Informed Approach: Many foster students have experienced trauma and instability in their lives due to abuse, neglect, or placement in multiple homes. By providing support, schools can adopt a trauma-informed approach to education, recognizing and addressing the unique needs of these students. Academic Achievement: Foster students often face significant educational challenges due to frequent changes in schools, disruptions in learning, and lack of stability. Providing support such as tutoring, academic intervention programs, and counseling services can help foster students stay on track academically and achieve their full potential. Social and Emotional Well-Being: Foster students may struggle with social and emotional issues related to their experiences of loss, separation, and trauma. Supportive services, such as counseling, mentorship programs, and peer support groups, can help foster students develop coping skills, build resilience, and form positive relationships with peers and adults. Stability and Continuity: Foster students may experience disruptions in their education due to changes in placement, caregiver transitions, or other life circumstances. Providing support, including access to resources such as school supplies, transportation assistance, and enrollment	Metric 1.17: % of students identified with chronic absenteeism

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		assistance, can help foster students maintain stability and continuity in their education. Advocacy and Empowerment: Foster students may face unique challenges within the educational system, including issues related to enrollment, placement, special education services, and academic support. Providing support through advocacy services, individualized education plans (IEPs), and access to educational rights information can empower foster students to navigate the educational system and advocate for their needs. Promoting Equity and Inclusion: Providing support to foster students is essential for promoting equity and inclusion within the educational system. By addressing the specific needs of foster students and ensuring that they have access to the same educational opportunities as their peers, schools can work towards creating a more inclusive and supportive learning environment for all students. Overall, providing support to foster students is not only important for addressing their immediate needs but also for promoting their long-term success academically, socially, and emotionally. By recognizing the unique challenges faced by foster students and providing targeted support and resources, schools can help foster students overcome obstacles and thrive in school and beyond. These services will be provided on an LEA-wide basis as we believe Foster students throughout	

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		the district benefit from Family Resource staff and case-management services.	
2.7	**Action:** ELPAC testing support **Need:** The Reclassification Rate for 2024-2025 was 7.12%. The English Learner Progress Indicator (ELPI) Rate was 48.35%. CASSPP 2024-2025 ELA Scores for EL students indicated this student group as -60.5 distance from standard with an indicator of Yellow- Low, in comparison to All Students who scored -50.2 distance from standard. Additionally, Long Term English Learners (LTELs) scored -75.6 distance from standard with an indicator of Orange- Very Low, a performance gap of more than 25 points distance from standard when compared to All Students in Language Arts. With a EL population exceeding 50%, the impact of ELPAC testing is significant for the majority of campuses and classrooms in Arvin. The disruption of testing without a strong system right before CAASPP is significant with more than a month of school dedicated to ELPAC testing. Student Advisory states having substitutes for a significant number of school days impacts learning and the classroom environment. Staff and parents indicate they feel students do better with testing with someone they know.	Compromise for a pilot year and test upper grade students (3-8) with a hired tester. Assess K-2 with the classroom teacher as they may not have built confidence with strangers at this early age. Train a select number of substitutes to administer the speaking assessment for all students to ensure the home-room teacher is available in the classroom for good first instruction while ensuring a closer validity range.	Distance from standard in Language Arts for unduplicated students: 5.1B: English Learners 5.1H: Long Term English Learners (LTELs) % of students responding strongly agree to the following questions on the California Healthy Kids survey. 2.3A: School Connectedness 5th 2.3B: School Connectedness 6th 2.3C: School Connectedness Middle School 2.3D: Perceived School Safety 5th 2.3E: Perceived School Safety 6th 2.3F: Perceived School Safety Middle School 2.3G: Meaningful Participation 5th 2.3H: Meaningful Participation 6th

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	This indicates a need to take both sides into consideration. The district reclassification rate has not met our goal. The district serves a significant population of English Learners who require annual ELPAC assessment to measure progress toward English proficiency and inform instructional supports. Educational partner feedback and district experience indicate that young students are more successful when assessed by familiar adults with whom they have established positive relationships. Additionally, maintaining continuity of instruction during the assessment window is important to ensuring students continue receiving high-quality instruction during a critical period of learning and preparation for state assessments. This action addresses the need to provide English Learners with a supportive assessment experience while minimizing disruptions to instruction for all students. **Scope:** Limited to Unduplicated Student Group(s)		2.3I: Meaningful Participation Middle School % of students responding agree or strongly agree to the following questions on the Kern Integrated Data Systems (KiDS) Connectedness Survey Spring: 2.6A: I feel like it is easy to talk with teachers/ staff at this school. 2.6B: I feel like my teachers and school staff care about me.
3.3	**Action:** Homeless Attendance Campaign **Need:** The Homeless student group was identified with a Red Indicator on the 2023-2024 California Dashboard.	Case management of homeless student to promote or improve attendance rates and decrease chronic absenteeism LEA-wide for homeless students.	3.1 % of students with chronic absences - Dashboard homeless 3.4 average daily attendance % homeless

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	Transportation needs were mentioned by students and support for our homeless students will continue in this action step as needed. **Scope:** Limited to Unduplicated Student Group(s)		
6.1	**Action:** Data and gap analysis **Need:** The district reclassification rate is significantly lower than the county and state at 11.1%. 48.6% of students made progress on the annual ELPAC with a California Dashboard decrease of 5.3% . Continued difficulty with writing which affects reclassification While instruction and experiences were sufficient for 43% of students to make gains and approximately 6% maintaining a level 4 on the ELPAC, there are significant needs as 30% maintained at levels 1, 2 or 3 and 20% fell back as reported by Kern Integrated Data Systems. Student input which mentioned English Learners need practice to read, write, and speak with buddies to help them with presentations. Concerns with English Learners being clustered in newcomer classrooms with support leads to a current perception of lack of	The provided data highlights the importance of identifying student proficiency levels. As well as addressing variability in proficiency, preventing regression, providing targeted support, focusing on professional development, and utilizing data for instructional planning to support standards-aligned instruction and strategy implementation. Thus, ultimately improve academic and language proficiency outcomes for English Learners.	Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement Metric 6.2: % of pupils reclassified to English Fluent 2023-2024

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	exposure to a variety of students and staff speaking English. **Scope:** Limited to Unduplicated Student Group(s)		
6.2	**Action:** Designated and Integrated ELD rubric feedback and aligned professional development **Need:** While 2021-2022 data indicated gains in language proficiency as measured by ELPAC, year-end 2022-2023 data showed a drop of 5.3% resulting in a status of Orange. While instruction and experiences were sufficient for 43% of students to make gains and approximately 6% maintaining a level 4, there are significant needs as 30% maintained at levels 1, 2 or 3 but did not make progress, and 20% fell back as reported by Kern Integrated Data Systems. A focus on functions of language is prompted by discussions with Teachers on Special Assignments and Academic Coaches and will be integrated into training extended from oral production to written production. **Scope:** Limited to Unduplicated Student Group(s)	Classroom observations with data compiled on district constructed rubrics have informed overall site proposals for improvement over the past year. Leadership discussions and data noted in the needs analysis indicate a demand for feedback specific at it relates to proficiency level within grade spans rather than grade level focuses. This action step pivots current practice to focus on identified needs of English Learners at all levels of proficiency.	Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement Metric 6.2: % of pupils reclassified to English Fluent 2023-2024 Metric 6.3: % of classroom observations demonstrating implementation of state academic standards in ELD as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full) measured in March Metric 6.4: % of classroom observations demonstrating implementation of Integrated ELD supports for state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing,

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			Developing, Full) measured in March Metric 6.5: % of responses reporting understanding and implementation of the District English Learners Program at core or above based on a 5 point scale (Missing elements, Developing, Core, Core Plus, Exemplary)
6.3	**Action:** ELD materials to support newcomers and Long Term English Learners **Need:** Only 48.5% of English Learners made progress toward English Proficiency. Newcomers and Long Term English Learners at the upper grades require more practice in foundational languages, noted by the large numbers of students in ELPAC Levels 1, 2, and 3. Title III aides, teachers, and administrators have been supportive of purchase of supplemental materials to utilize for extra language development practice for students struggling to make adequate ELD progress and for newcomers. **Scope:** Limited to Unduplicated Student Group(s)	English 3D and possible additional supplemental materials will be selected to meet the specific needs of students requiring foundational skills at upper grade levels. Professional development for use of materials to be conducted by District Teachers on Special Assignment.	Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
6.4	**Action:** Development of Defined Program **Need:** The district reclassification rate is significantly lower than the county and state at 11.1%. 48.6% of students made progress on the annual ELPAC with a California Dashboard decrease of 5.3% . Continued difficulty with writing which affects reclassification Lack of awareness among instructional staff of Designated and Integrated ELD programs and the associated use of data, effective use of materials, and strategies needed to move through language proficiency bands as indicated by the California State Standards Implementation Metric for English Learner Program Metric which dropped 16.9% in 2025-2026. Walkthrough data continues to indicate 20 to 30% of observations at the developing level or below **Scope:** Limited to Unduplicated Student Group(s)	Provide staff with very clear parameters for program definition, student placement, material and assessment implementation, and data use to inform instruction.	Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement Metric 6.2: % of pupils reclassified to English Fluent 2023-2024 Metric 6.3: % of classroom observations demonstrating implementation of state academic standards in ELD as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full) measured in March 6.3A elementary 6.3B middle school Metric 6.5: % of responses reporting understanding and implementation of the District English Learners Program at core or above based on a 5 point scale (Missing elements, Developing, Core, Core Plus, Exemplary) in the following areas. 6.5A Defined program 6.5B Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			6.5C Family Engagement /communication 6.5D Equity and Access 6.5E Professional Learning 6.5F State Standards Implementation
6.5	**Action:** Long Term English Learners **Need:** 51.9% of Long Term English Learners are making progress on the ELPI. Lack of significant growth and LTEL outcomes decreased on the California Dashboard as reported on the most recent Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Ensure awareness of student status to administrators and instructional staff to target these students for Tier 2 monitored identification as an initial step in addition to core instruction and ELD instruction. Ensure families of students identified as English Learners, or on track to become so, are informed of their initial identification, ongoing progress, and services available for support. Targeted assistance for students in this student group to address English Language Development or academic skills which imped their progress toward reclassification.	6.1 California Dashboard for English Language Development

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The Arvin Union School District continues to review data related to student academic, socio-emotional, and health needs. The district will extend efforts to support our low-income, English Learners, and Foster Youth through maintenance of direct services and extension of direct services in 2025-2026 in the following areas:

Attendance/Engagement:
Maintain 4 (to make a total of 8) Student Success Facilitators to combat chronic attendance rates noted the past two years and encourage engagement in school. (Action 3.1)
One certificated teacher and 1 instructional aide to provide direct services to students in the Alternative Learning Academy. (Action 3.1)

Health and Safety:
Maintain 4 custodians to ensure welcoming and safe environments and to promote coverage for school activities which pull bus drivers from sites and to support after school activities. (Action 2.5)

Provide either a registered nurse or an LVN at each campus to provide services to students. (Action 3.2)

Increase full time Campus Supervisors to 9. (Action 2.1)

Academic:
Intervention teacher positions at the elementary campuses will be continued - one at each elementary campus. (Action 5.2)

Academic:
The district plans to employ 3 elementary art and 3 elementary music teachers and will utilize LCAP funds to employ a 4th PE teacher at Haven Drive to maintain small class sizes and support an elective. Additionally a portion of a language arts teacher's salary and benefits will be allocated to LCAP for the portion to add a drama elective. (Action 1.6)

Socio-emotional needs:
Provide 1 social worker per each elementary campus, maintaining 2 at the middle school, and housing 2 at the district mental health center for a total of 7. (Action 2.2)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1 to 10
Staff-to-student ratio of certificated staff providing direct services to students		1 to 17

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	30,581,978	13,658,833	44.663%	8.832%	53.495%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$16,360,277.93	$4,069,375.88	$3,000.00	$2,842,552.02	$23,275,205.83	$18,253,116.83	$5,022,089.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Personnel support staff and training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$439,461.00	$110,800.00	$547,261.00		$3,000.00		$550,261.00	
1	1.2	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$2,079,636.41	$0.00	$1,522,926.00	$336,001.00		$220,709.41	$2,079,636.41	
1	1.3	Staff to support implementation of standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,650,375.00	$0.00	$1,090,260.00			$560,115.00	$1,650,375.00	
1	1.4	Family Resource Center to meet basic needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,083,990.00	$15,000.00	$557,253.00	$541,737.00			$1,098,990.00	
1	1.5	Foster Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	July 1, 2024-June 30, 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.6	Access to a broad course of study	Low Income	Yes	LEA-wide	Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,376,594.44	$627,289.00	$1,515,217.44	$488,666.00			$2,003,883.44	
1	1.7	Safe and comfortable physical environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 20, 2027	$156,305.40	$0.00	$156,305.40				$156,305.40	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Technology infrastructure and devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024- June 30, 2027	$0.00	$650,700.00	$650,700.00				$650,700.00	
2	2.1	Tier 1/PBIS Engagement and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,086,667.82	$41,000.00	$1,071,000.00			$56,667.82	$1,127,667.82	
2	2.2	Mental Health Professionals	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,025,917.73	$0.00	$1,025,917.73				$1,025,917.73	
2	2.3	Student Recognitions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$10,000.00	$60,000.00	$70,000.00				$70,000.00	
2	2.4	Haven Drive sports/clubs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Haven Drive Middle School Grades 7 and 8	July 1, 2024 - June 30, 2027	$75,000.00	$55,000.00	$130,000.00				$130,000.00	
2	2.5	Student Safety, Access, and Welcoming Environment Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	July 1, 2024 - June 30, 2027	$609,069.07	$380,000.00	$989,069.07				$989,069.07	
2	2.6	Alternative to Suspension class	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grados 4-8	July 1, 2024 - June 30, 2027	$185,812.13	$5,000.00	$190,812.13				$190,812.13	
2	2.7	ELPAC testing support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2026 - June 30, 2027	$95,000.00	$0.00	$95,000.00				$95,000.00	
3	3.1	Data Monitoring, Analysis, and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$748,915.55	$55,000.00	$803,915.55				$803,915.55	
3	3.2	Provide wrap-around services - focus physical health	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$476,140.90	$5,000.00	$481,140.90				$481,140.90	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Homeless Attendance Campaign	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$15,000.00	$5,000.00			$10,000.00	$15,000.00	
3	3.4	Attendance Recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$60,000.00	$60,000.00				$60,000.00	
3	3.5	Intra-district transfer attendance support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$370,000.00	$0.00	$370,000.00				$370,000.00	
4	4.1	Enhanced Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$622,500.50	$350,000.00	$472,500.50	$500,000.00			$972,500.50	
4	4.2	Enhanced parent engagement opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$330,000.00	$245,000.00	$265,000.00	$310,000.00			$575,000.00	
5	5.1	Data/Assessment Tools and Learning Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$120,000.00	$120,000.00				$120,000.00	
5	5.2	Intervention / Extension Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$4,326,788.90	$21,800.00	$949,309.02	$1,530,971.88		$1,868,308.00	$4,348,588.90	
5	5.3	Supplemental Instructional Materials,and technology apps/classroom supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$427,000.00	$427,000.00				$427,000.00	
5	5.4	Library	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	July 1, 2024 - June 30, 2027	$426,565.35	$140,000.00	$566,565.35				$566,565.35	
5	5.5	Instructional Field trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$15,000.00	$500,000.00	$465,000.00	$50,000.00			$515,000.00	
5	5.6	Expanded Learning Sessions	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	7th and 8th grade	July 1, 2024 -	$261,849.75	$500,000.00	$698,537.00			$63,312.75	$761,849.75	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income		June 30, 2027								
5	**5.7**	Academic incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$12,000.00	$90,000.00	$102,000.00				$102,000.00	
5	**5.8**	Professional Development commitments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30,2027	$642,526.88	$475,000.00	$887,087.84	$167,000.00		$63,439.04	$1,117,526.88	
6	**6.1**	Data and gap analysis	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2026 - June 30, 2027	$0.00	$57,000.00	$57,000.00				$57,000.00	
6	**6.2**	Designated and Integrated ELD rubric feedback and aligned professional development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 - June 30, 2027	$0.00	$500.00	$500.00				$500.00	
6	**6.3**	ELD materials to support newcomers and Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 - June 30, 2027	$0.00	$9,500.00	$9,500.00				$9,500.00	
6	**6.4**	Development of Defined Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2026 - June 30, 2027	$0.00	$1,500.00	$1,500.00				$1,500.00	
6	**6.5**	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grados 3-8	July 1, 2025- June 30, 2027	$147,000.00	$0.00	$2,000.00	$145,000.00			$147,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
30,581,978	13,658,833	44.663%	8.832%	53.495%	$16,360,277.93	0.000%	53.496 %	**Total:**	$16,360,277.93
								LEA-wide Total:	$16,054,777.93
								Limited Total:	$175,500.00
								Schoolwide Total:	$130,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Personnel support staff and training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$547,261.00	
1	**1.2**	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,522,926.00	
1	**1.3**	Staff to support implementation of standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,090,260.00	
1	**1.4**	Family Resource Center to meet basic needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$557,253.00	
1	**1.5**	Foster Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$5,000.00	
1	**1.6**	Access to a broad course of study	Yes	LEA-wide	Low Income	All Schools	$1,515,217.44	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Safe and comfortable physical environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,305.40	
1	1.8	Technology infrastructure and devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$650,700.00	
2	2.1	Tier 1/PBIS Engagement and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,071,000.00	
2	2.2	Mental Health Professionals	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,025,917.73	
2	2.3	Student Recognitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
2	2.4	Haven Drive sports/clubs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Haven Drive Middle School Grades 7 and 8	$130,000.00	
2	2.5	Student Safety, Access, and Welcoming Environment Supports	Yes	LEA-wide	Low Income	All Schools	$989,069.07	
2	2.6	Alternative to Suspension class	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grados 4-8	$190,812.13	
2	2.7	ELPAC testing support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$95,000.00	
3	3.1	Data Monitoring, Analysis, and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$803,915.55	
3	3.2	Provide wrap-around services - focus physical health	Yes	LEA-wide	Foster Youth Low Income	All Schools	$481,140.90	
3	3.3	Homeless Attendance Campaign	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$5,000.00	
3	3.4	Attendance Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Intra-district transfer attendance support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$370,000.00	
4	4.1	Enhanced Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$472,500.50	
4	4.2	Enhanced parent engagement opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,000.00	
5	5.1	Data/Assessment Tools and Learning Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	
5	5.2	Intervention / Extension Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$949,309.02	
5	5.3	Supplemental Instructional Materials,and technology apps/classroom supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$427,000.00	
5	5.4	Library	Yes	LEA-wide	English Learners Low Income	All Schools	$566,565.35	
5	5.5	Instructional Field trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$465,000.00	
5	5.6	Expanded Learning Sessions	Yes	LEA-wide	English Learners Foster Youth Low Income	7th and 8th grade	$698,537.00	
5	5.7	Academic incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,000.00	
5	5.8	Professional Development commitments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$887,087.84	
6	6.1	Data and gap analysis	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$57,000.00	
6	6.2	Designated and Integrated ELD rubric feedback and aligned professional development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
6	6.3	ELD materials to support newcomers and Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$9,500.00	
6	6.4	Development of Defined Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,500.00	
6	6.5	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grados 3-8	$2,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,131,063.39	$18,958,334.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Personnel support staff and training	Yes	$617,693.00	517,000
1	**1.2**	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	Yes	$2,045,435.00	2,103,931
1	**1.3**	Staff to support implementation of standards	Yes	$1,579,764.00	1,501,000
1	**1.4**	Family Resource Center to meet basic needs	Yes	$1,360,123.25	1,164,263
1	**1.5**	Foster Services	Yes	$5,000.00	174.41
1	**1.6**	Access to a broad course of study	Yes	$2,769,666.00	2,095,835
1	**1.7**	Safe and comfortable physical environment	Yes	$160,000.00	160,000
1	**1.8**	Technology infrastructure and devices	Yes	$750,000.00	439,200
2	**2.1**	Tier 1/PBIS Engagement and Safety	Yes	$920,206.21	790,000
2	**2.2**	Mental Health Professionals	Yes	$1,110,843.00	1,152,000
2	**2.3**	Student Recognitions	Yes	$60,000.00	48,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Haven Drive sports/clubs	Yes	$203,000.00	80,000
2	2.5	Facility safety supports	Yes	$929,840.10	701,000
2	2.6	Alternative to Suspension class	Yes	$215,000.00	190,000
3	3.1	Data Monitoring, Analysis, and Intervention	Yes	$910,000.00	990,000
3	3.2	Provide wrap-around services - focus physical health	Yes	$529,636.00	571,000
3	3.3	Homeless Attendance Campaign	Yes	$10,000.00	3192
3	3.4	Attendance Recognition	Yes	$40,000.00	28,561
4	4.1	Enhanced Parent Communication	Yes	$971,971.00	399,651.82
4	4.2	Enhanced parent engagement opportunities	Yes	$375,000.00	15,000
5	5.1	Data/Assessment Tools and Learning Systems	Yes	$150,000.00	140,859
5	5.2	Intervention / Extension Staff	Yes	$3,634,766.00	3,590,079
5	5.3	Supplemental Instructional Materials,and technology apps/classroom supports	Yes	$230,000.00	167,000
5	5.4	Library	Yes	$560,000.00	559,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.5**	Instructional Field trips	Yes	$775,000.00	520,000
5	**5.6**	Expanded Learning Sessions	Yes	$963,312.75	564,000
5	**5.7**	Academic incentives	Yes	$122,000.00	110,000
5	**5.8**	Professional Development commitments	Yes	$840,389.08	123,038.74
6	**6.1**	Data and gap analysis	Yes	$8,500.00	0
6	**6.2**	Designated and Integrated ELD rubric feedback and aligned professional development	Yes	$6,240.00	0
6	**6.3**	ELD materials to support newcomers and Long Term English Learners	Yes	$40,000.00	8297.15
6	**6.4**	Professional Development through Targeted Assessment	Yes	$95,000.00	61,252.04
6	**6.5**	Long Term English Learners	Yes	$142,678.00	165,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
13,291,544	$16,635,891.10	$13,971,309.69	$2,664,581.41	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Personnel support staff and training	Yes	$611,693.00	517,000		
1	1.2	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	Yes	$1,461,712.00	1,555,589		
1	1.3	Staff to support implementation of standards	Yes	$1,063,594.00	981,000		
1	1.4	Family Resource Center to meet basic needs	Yes	$590,124.00	590,000		
1	1.5	Foster Services	Yes	$5,000.00	174.41		
1	1.6	Access to a broad course of study	Yes	$2,281,000.00	1,523,912		
1	1.7	Safe and comfortable physical environment	Yes	$160,000.00	160,000		
1	1.8	Technology infrastructure and devices	Yes	$400,000.00	439,200		
2	2.1	Tier 1/PBIS Engagement and Safety	Yes	$851,000.00	740,000		
2	2.2	Mental Health Professionals	Yes	$1,110,843.00	1,152,000		
2	2.3	Student Recognitions	Yes	$60,000.00	48,000		
2	2.4	Haven Drive sports/clubs	Yes	$203,000.00	80,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Facility safety supports	Yes	$929,840.10	701,000		
2	2.6	Alternative to Suspension class	Yes	$215,000.00	190,000		
3	3.1	Data Monitoring, Analysis, and Intervention	Yes	$910,000.00	990,000		
3	3.2	Provide wrap-around services - focus physical health	Yes	$529,636.00	571,000		
3	3.3	Homeless Attendance Campaign	Yes	$10,000.00	0		
3	3.4	Attendance Recognition	Yes	$40,000.00	28,561		
4	4.1	Enhanced Parent Communication	Yes	$471,971.00	399,651.82		
4	4.2	Enhanced parent engagement opportunities	Yes	$375,000.00	15,000		
5	5.1	Data/Assessment Tools and Learning Systems	Yes	$150,000.00	140,859		
5	5.2	Intervention / Extension Staff	Yes	$921,227.00	967,774.53		
5	5.3	Supplemental Instructional Materials,and technology apps/classroom supports	Yes	$230,000.00	167,000		
5	5.4	Library	Yes	$560,000.00	559,000		
5	5.5	Instructional Field trips	Yes	$775,000.00	520,000		
5	5.6	Expanded Learning Sessions	Yes	$900,000.00	500,000		
5	5.7	Academic incentives	Yes	$122,000.00	110,000		
5	5.8	Professional Development commitments	Yes	$546,511.00	123,038.74		
6	6.1	Data and gap analysis	Yes	$8,500.00	0		
6	6.2	Designated and Integrated ELD rubric feedback and	Yes	$6,240.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		aligned professional development					
6	**6.3**	ELD materials to support newcomers and Long Term English Learners	Yes	$40,000.00	8297.15		
6	**6.4**	Professional Development through Targeted Assessment	Yes	$95,000.00	61,252.04		
6	**6.5**	Long Term English Learners	Yes	$2,000.00	132,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
29,773,387	13,291,544	11.115%	55.757%	$13,971,309.69	0.000%	46.925%	$2,629,546.28	8.832%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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